



The State of Preschool 2018

STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research

RUTGERS
Graduate School of Education



THE STATE OF PRESCHOOL 2018

STATE PRESCHOOL YEARBOOK

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Executive Summary



THE CHANGING LANDSCAPE OF STATE-FUNDED PRESCHOOL

The State of Preschool 2018 is the 16th edition of NIEER's annual report tracking state-funded preschool access, resources, and quality. Since 2002, the preschool landscape has changed in many ways; and in others, it has remained the same – highlighting the need for a renewed commitment to progress.

Since 2002 when NIEER began tracking preschool enrollment, states have added more than 882,000 seats in state-funded preschool, mostly for four-year-olds. Progress has been uneven both across states and over time. The annual change in the number of children served in state-funded preschool has varied from an increase of nearly 140,000 children between 2004-2005 and 2005-2006—a nearly 18% jump—to a decrease between 2011-2012 and 2012-2013.

Figure 1 shows how the annual change in the number of 3- and 4-year-olds served in state-funded preschool has evolved over the last 16 years. For the most part, preschool enrollment grew steadily up until the Great Recession. Beginning in 2008, annual increases shrink, hitting a low point in 2012 when the number of children enrolled decreased. The recovery in state pre-K growth has been anemic from 2013 to the present, with average annual increases below the pre-recession level.

At the current pace, it would take states nearly 20 years to serve just half of all 4-year-olds in preschool. And with the sun-setting of federal PDG support, some states may struggle to even sustain current levels of enrollment. It would take nearly a century to reach the 50% mark for 3-year-olds at the current pace. As federal support for preschool wanes, states need to renew their commitment to high-quality preschool or risk leaving too many children behind. In many places, cities have stepped up to the challenge of going beyond what states provide and have emerged as leaders—examples include New York City, Austin, Boston, Philadelphia, Seattle, San Antonio, Denver, Columbus, Cleveland, Cincinnati, and San Francisco.

Over the last decade, in addition to expanding access to state-funded preschool, many states have made concerted efforts to increase enrollment in school-day or longer programs. This shift to a longer program duration supports children's development as long as quality is high and better accommodates the needs of working parents. Not all states are able to report enrollment of children by operating schedule, but among those that can, there has been a trend toward more children in longer program days.

FIGURE 1. ANNUAL CHANGE IN THE NUMBER OF 3- AND 4-YEAR-OLDS SERVED IN STATE-FUNDED PRESCHOOL

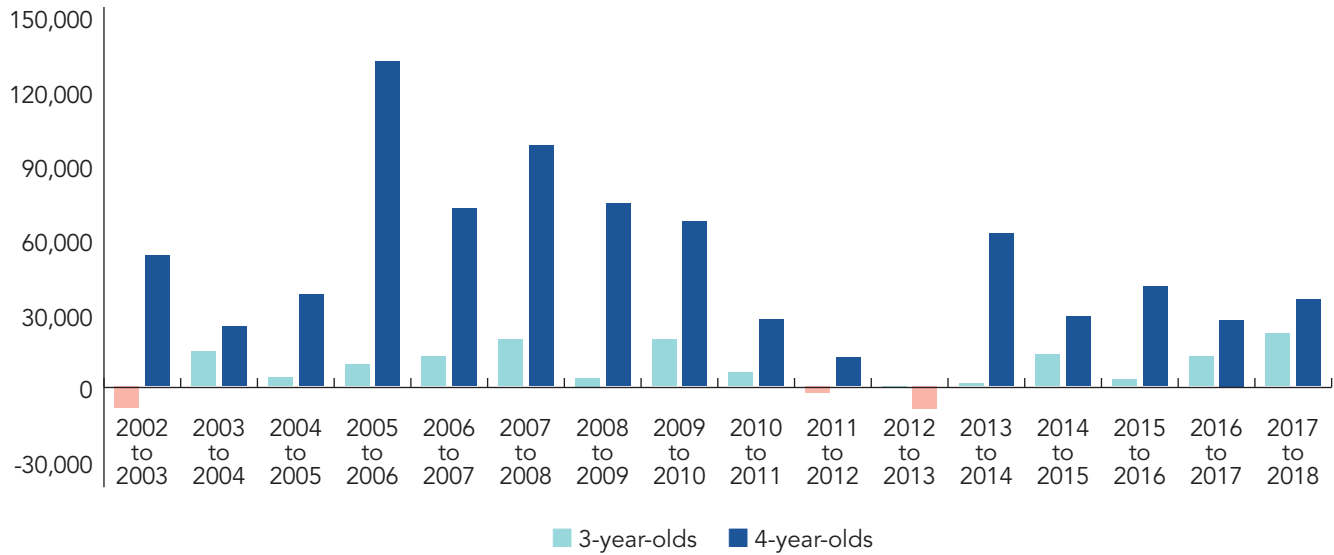
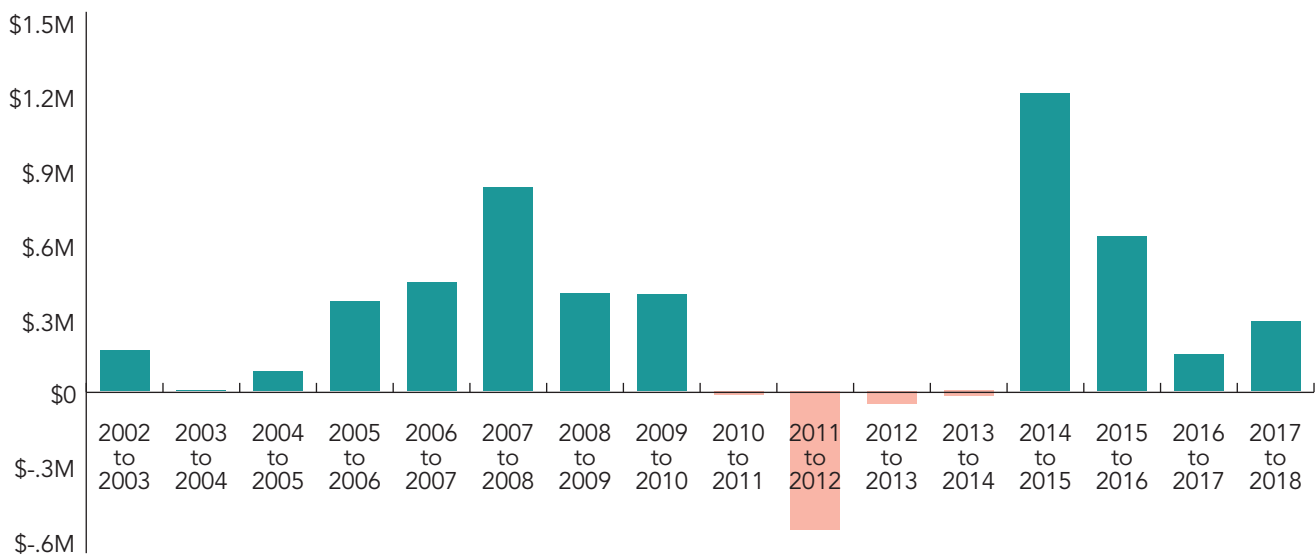


FIGURE 2. ANNUAL CHANGE IN THE TOTAL STATE SPENDING ON PRESCHOOL (IN 2018 DOLLARS, MILLIONS OF DOLLARS)



The annual (inflation-adjusted) change in total state spending on preschool also varied greatly over the last 16 years and followed a similar pattern to enrollment (see Figure 2). Prior to the Great Recession, the annual average increase grew larger each year. From 2010-2011 to 2013-2014, state preschool spending bottomed out, decreasing by nearly \$600 million dollars in the worst year. Spending rebounded in 2014, with the largest single year increase of \$1.2 billion, but the rate of increase has fallen sharply since. Last year's increase was just a quarter of the size of the largest increase. This pattern of spending changes is reflected in enrollment. However, spending levels also relate to length of day and quality standards. Some states have made progress on all of these dimensions, while others have not. Unless state spending begins to grow faster, it will not be possible for states to make much progress in access, quality, or the provision of longer days.

WHAT'S NEW?

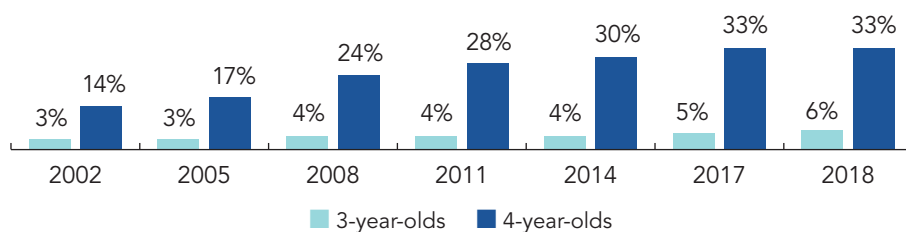
Resources

- Total state funding for preschool programs was more than \$8.15 billion across the 44 states and D.C.* that offered preschool during the 2017-2018 school year. State funding surpassed \$8 billion for the first time after an inflation-adjusted increase of nearly \$280 million (or 3.6%) over 2016-2017. This increase was nearly double last year's increase in state funding.
- Average state funding per child was \$5,172 in 2017-2018. Although there was a small increase (\$161) in nominal spending per child, spending per child decreased by \$12 after adjusting for inflation.
- Eight states reported an increase in total state preschool spending (inflation-adjusted) of more than \$10 million. Four states increased their inflation-adjusted preschool spending by more than 50%.
- Sixteen states increased spending per child (inflation-adjusted), including three states that increased this by more than \$1,000 per child.
- In 18 states 2014 competitive federal Preschool Development Grants (PDG) provided almost \$244 million in 2017-2018. Approximately \$102 million of the federal PDG supported increased enrollment or quality enhancements in state preschool, while the remaining funds supported children in other preschool programs.

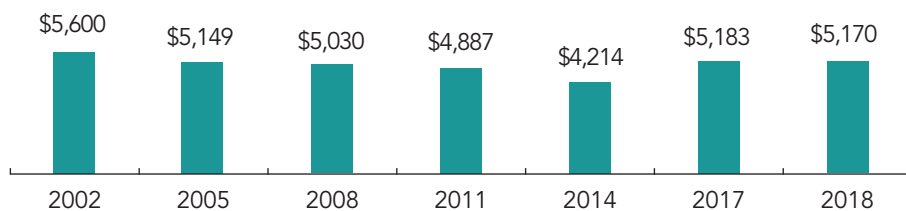
Enrollment

- States enrolled almost 1.58 million children in state-funded preschool, including more than 1.3 million 4-year-olds—one-third of all 4-year-olds in the country. Enrollment of 3-year-olds was just more than 227,000, or nearly 5.7% of 3-year-olds.
- Nearly 56,000 4-year-old children enrolled in state-funded preschool were supported either entirely or partially by federal PDG, an increase of about 7,300 from last year.
- Enrollment in state-funded preschool nationwide increased by only 33,827 4-year-olds and 21,292 3-year-olds from 2016-2017. Though small, these are larger than last year's increases. Much of the increase in 4-year-olds enrolled can be attributed to additional seats funded by federal PDG.
- Eighteen states decreased enrollment of 3- and 4-year-olds, including Indiana which did not lower enrollment but changed the rules for program eligibility so that it no longer met the definition of state-funded preschool used in this report. On the flip side, 13 states increased enrollment of 3- and 4-year-olds by more than 1,000.
- Ten states served nearly 50% or more of 4-year-olds in their states. Four states served more than 70%. D.C. and Vermont are the only two states to serve more than 50% of 3-year-olds.
- Across all public programs—preschool general and special education plus federal and state-funded Head Start—44% of 4-year-olds and 16% of 3-year-olds were served. Since NIEER began tracking enrollment in 2002, enrollment of 4-year-olds across these programs has increased by 13.5 percentage points, and enrollment of 3-year-olds has increased by only 2.8 percentage points.

PERCENT OF STATE POPULATION ENROLLED



AVERAGE STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



*Consistent with U.S. government statistical reporting practices, the District of Columbia will be referred to as a "state" throughout this report. Hence, we report 45 "states" providing state-funded preschool.



Quality

- For the third year, NIEER assessed state preschool policies using an updated set of minimum quality standards benchmarks focusing on process quality and reflecting recent research on effective early childhood education. This year we report only on these new quality standards benchmarks.
- Alabama, Michigan, and Rhode Island were the only three states to meet all 10 of NIEER's benchmarks for minimum state preschool quality standards. Alabama and Rhode Island expanded access while leading on quality; Michigan expanded access to school-day services.
- As a result of policy changes, Tennessee met two additional quality standards benchmarks—Early Learning and Development Standards (ELDS) and Curriculum supports, Connecticut CDCC met one additional quality standards benchmark—ELDS, and Oklahoma met one additional quality standards benchmark—staff professional development. Two programs also met fewer quality standards benchmarks this year due to policy changes—Alaska and the Kansas Preschool Pilot Program.
- Twelve programs met fewer than half of the quality standards benchmarks, including states with the largest numbers of children in state-funded preschool, and largest numbers of children in poverty.

Important Developments

- Montana and North Dakota each offered a state-funded preschool program included in this report for the first time in 2017-2018. Montana enrolled 306 children (2% of 4-year-olds) and met six quality standards benchmarks. North Dakota enrolled 965 4-year-olds (9%) and met just two quality standards benchmarks.
- Indiana's On My Way Pre-K Program no longer meets the definition of a state-funded preschool program used in this report due to changes that link program eligibility to parent work status. However, in 2017-2018, On My Way Pre-K served 2,423 children.
- For the second time, NIEER included a supplemental survey about preschool policies to support the preschool workforce, particularly around compensation parity with K-3.
- Only four states, Hawaii, New Jersey, Oklahoma, and Rhode Island, require all preschool teachers to have a bachelor's degree and teaching certification, while also requiring salary parity between preschool and K-3 teachers.
- All but one state has specific in-service professional development requirements for preschool teachers, but in many states requirements differ for preschool teachers in public schools and nonpublic settings. And, many fewer programs have policies requiring equivalent paid professional development time between preschool teachers and K-3 teachers.
- Eighteen states used federal funding from the 2014 PDG to support enrollment of low-income 4-year-olds in high-quality preschool. Almost \$244 million was used to support 55,925 high-needs four-year-olds and to raise pre-K quality. About 42% of that funding was used to support more than 35,000 four-year-olds enrolled in state-funded preschool programs. While the PDG has contributed to the progress in enrollment of 4-year-olds over the past several years, for many states, this is the last year of their federal PDG funding. Eight states reported plans to sustain the PDG-level of funding and enrollment using other means, and another nine reported they were working on a plan. This reduction in federal funding presents a challenge for maintaining and expanding access to quality pre-K.
- In December 2018, 47 states and 2 territories were awarded federal Preschool Development Grant Birth through Five (PDG B-5) awards. Unlike the 2014 PDG, the PDG B-5 is a planning grant to improve state early childhood systems, and funding may not be used to support enrollment. One-year PDG B-5 awards ranged from \$538,000 to \$10.6 million.



TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

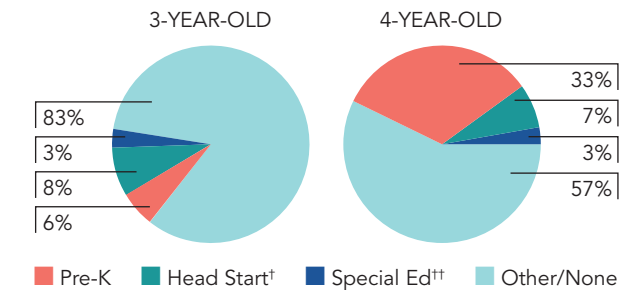
STATE	Access for 4-Year-Olds Rank	Access for 3-Year-Olds Rank	Resources Rank Based on State Spending	Resources Rank Based on All Reported Spending	Quality Standards Checklist Sum (Maximum of 10)
Alabama	25	None served	21	19	10
Alaska*	42	None served	3	4	3
Arizona	41	21	28	37	3
Arkansas	17	5	19	8	8
California	14	8	8	17	4.3
Colorado	28	11	39	36	5
Connecticut*	21	10	9	5	5
Delaware	38	20	10	21	7
District of Columbia	1	1	1	1	3
Florida	2	None served	41	43	2
Georgia	8	None served	27	35	8
Hawaii	45	None served	11	22	7
Illinois	26	3	24	32	8
Iowa	7	19	36	40	7.9
Kansas	15	None served	44	44	4
Kentucky	23	9	26	12	7
Louisiana	20	None served	23	33	8
Maine	12	None served	38	25	9
Maryland	13	15	31	13	7
Massachusetts	22	6	40	42	6.2
Michigan	18	None served	14	26	10
Minnesota*	35	24	16	20	5.5
Mississippi	40	None served	42	31	9
Missouri	43	25	25	34	8
Montana	44	30	6	11	6
Nebraska	16	7	43	23	8
Nevada	39	27	29	18	6
New Jersey	24	4	2	2	8
New Mexico	19	18	17	30	9
New York	9	22	13	24	7
North Carolina	27	None served	20	10	8
North Dakota	36	None served	45	45	2
Ohio	33	23	30	38	5
Oklahoma	4	None served	34	14	9
Oregon*	32	13	4	6	7.5
Pennsylvania*	31	14	7	16	7
Rhode Island	34	None served	18	3	10
South Carolina	11	29	37	41	7
Tennessee	29	28	22	29	7
Texas	10	12	35	39	4
Vermont	3	2	12	15	7
Virginia	30	None served	33	27	6
Washington	37	16	5	9	8
West Virginia	6	17	15	7	9
Wisconsin*	5	26	32	28	3.1
Idaho	No program	No program	No program	No program	
Indiana	No program	No program	No program	No program	
New Hampshire	No program	No program	No program	No program	
South Dakota	No program	No program	No program	No program	
Utah	No program	No program	No program	No program	
Wyoming	No program	No program	No program	No program	

* At least one program in these states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, enrollment by single year of age was estimated.

NATIONAL ACCESS

Total state pre-K enrollment, all ages.....	1,577,761 ¹
State-funded preschool programs.....	61 programs in 44 states and D.C. ¹
Income requirement.....	32 state programs have an income requirement
Minimum hours of operation.....	30 part-day; 11 school-day; 6 extended-day; 14 determined locally ²
Operating schedule.....	1 full calendar year; 42 school/ academic year; 18 determined locally
Special education enrollment, ages 3 and 4	462,383
Federally funded Head Start enrollment, ages 3 and 4	687,535 ³
State-funded Head Start enrollment, ages 3 and 4.....	18,580 ⁴

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



[†] Some Head Start children may also be counted in state pre-K.

^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 61 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARK
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	57
Curriculum supports	Approval process & supports	55
Teacher degree	BA	36
Teacher specialized training	Specializing in pre-K	50
Assistant teacher degree	CDA or equivalent	17
Staff professional development	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	9
Maximum class size	20 or lower	46
Staff-child ratio	1:10 or better	49
Screening & referral	Vision, hearing & health screenings; & referral	42
Continuous quality improvement system	Structured classroom observations; data used for program improvement	35

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

NATIONAL RESOURCES

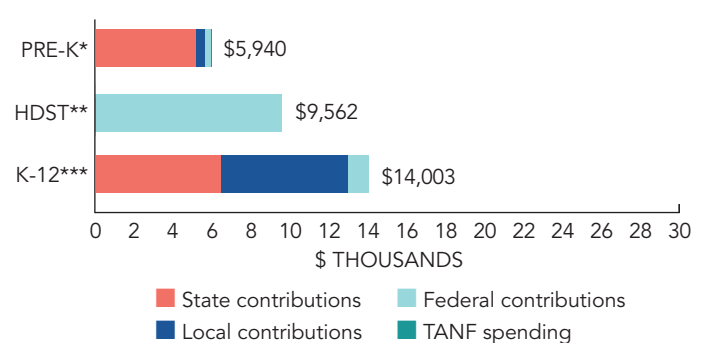
Total state pre-K spending	\$8,151,793,904 ⁵
Local match required?	14 state programs require a local match
State Head Start spending	\$180,244,924 ⁶
State spending per child enrolled	\$5,172 ⁵
All reported spending per child enrolled*	\$5,940

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



¹ Throughout this report, the District of Columbia is included like a state, resulting in a list of 45 states for rankings. In 2015-2016, Guam began offering a "state"-funded pre-K program but is not included in totals or rankings in this report.

² NIEER's definitions of hours of operation are as follows: part-day programs serve children for fewer than 4 hours per day; school-day programs serve children at least 4 hours per day but fewer than 6.5 hours per day; and extended-day programs serve children for 6.5 or more hours per day. Some programs offer multiple hours of operation but only the minimum one is listed here.

³ The enrollment figures for federal Head Start include children enrolled in the program in all 50 states, D.C., and the U.S. territories, as well as enrollment in the Migrant & Seasonal and American Indian/Native Alaskan programs. These numbers do not include children funded by state match.

⁴ This figure is based on the Head Start enrollment supported by state match as reported by ACF and additional information from surveys of state supplemental Head Start programs. This figure includes 15,425 children who attended programs that were considered to be state-funded preschool programs and are also included in the state-funded preschool enrollment total.

⁵ This figure included federal TANF funds directed toward preschool at states' discretion.

⁶ This figure includes \$146,128,634 also included in the total state pre-K spending.

National Overview

ENROLLMENT: SLOW TO NO GROWTH

State-funded preschool served 1,577,761 children during the 2017-2018 school year. The vast majority—85% or 1,338,127 children—were 4-year-olds, as state-funded preschool continues to be a program predominantly for 4-year-old children. Table 2 reports the number and percentage of the population of 3- and 4-year-olds enrolled by state, and nationally. Nationwide, 33% of 4-year-olds and 5.7% of 3-year-olds were enrolled in state-funded preschool in 2017-2018.

Despite the overall lackluster picture, there was some good news last year. Montana and North Dakota began state-funded preschool programs, moving off of the “No program” list. Massachusetts’ Chapter 70 program is included in the report for the first time, and has a substantial enrollment, though their Inclusive Preschool Learning Environment Grant is being phased out and is no longer included in the report. Guam continued to offer pre-K, the only U.S. territory to fund a preschool program.

Total enrollment in state-funded preschool increased slowly once again. States added only 21,292 three-year-olds and 33,827 four-year-olds over the prior year totals. These small increases amount to only half a percentage point for 3-year-olds and less than a percentage point for 4-year-olds. Although these increases were larger than last year, the difference is small, and there has been little progress towards increased enrollment for several years. Additionally, some of the increase in enrollment of 4-year-olds can be attributed to the federal PDG program, funding for which runs out soon, and not all states have made plans to sustain the funding and enrollment from this program. Thirteen states added more than 1,000 3- and 4-year-olds, including Massachusetts where an additional 24,000 children were enrolled due to inclusion of their Chapter 70 program in the report for the first time. Unfortunately, five states decreased enrollment by more than 1,000 three- and four-year-olds (Michigan, New Jersey, New Mexico, New York, and Wisconsin). Table 3 reports the changes in the number and percent of children served from the first year NIEER started tracking state preschool enrollment (2001-2002) and from last year (2016-2017).

FIGURE 3: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRESCHOOL VARIES WIDELY

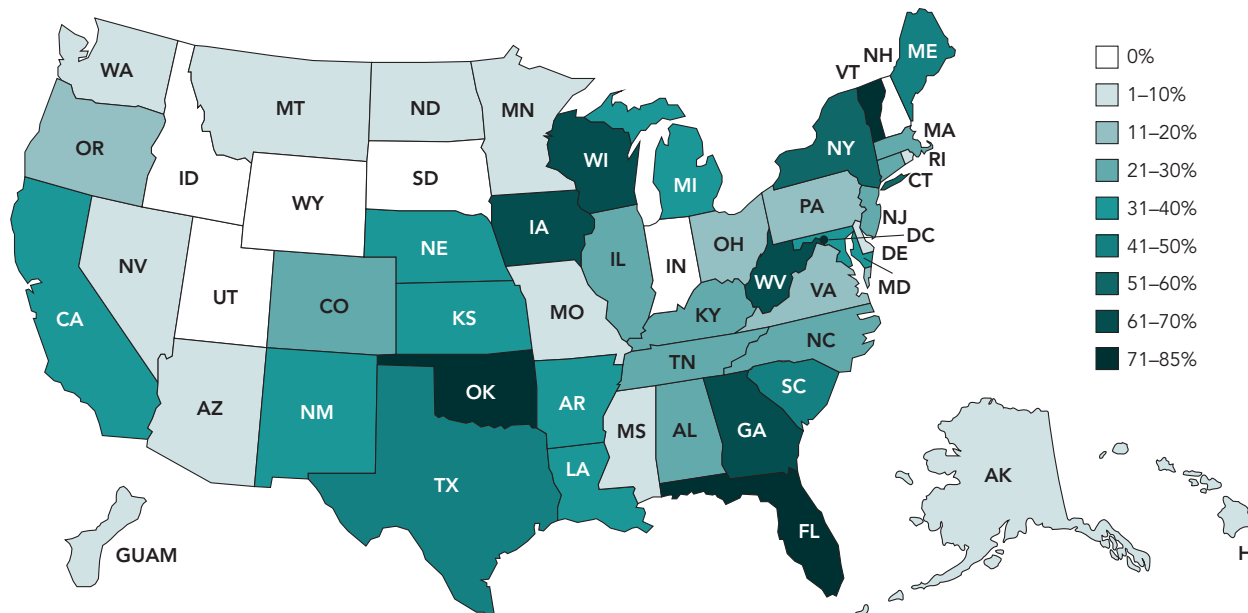
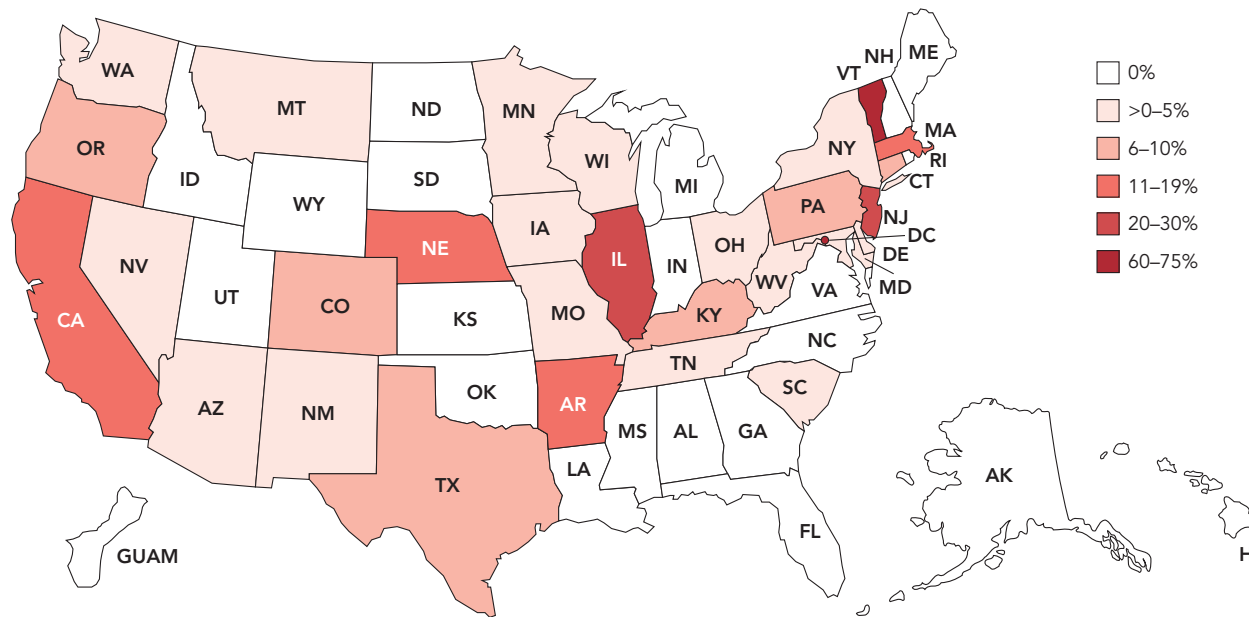


FIGURE 4: PERCENT OF 3-YEAR-OLDS SERVED IN STATE PRESCHOOL LOW IN MOST STATES



Enrollment varies greatly by state. The District of Columbia ranks first in access for both 3- and 4-year-olds, serving 73% of 3-year-olds and 85% of 4-year-olds. Three other states (Florida, Vermont, and Oklahoma) served more than 70% of 4-year-olds. And another six states served about half of all the state's 4-year-olds (Wisconsin, West Virginia, Iowa, Georgia, New York, and Texas). Conversely, 11 states enrolled less than 10% of 4-year-olds (Minnesota, North Dakota, Washington, Delaware, Nevada, Mississippi, Arizona, Alaska, Missouri, Montana, and Hawaii). Several of these states have demonstrated little progress in increasing enrollment, but others are new to providing preschool and North Dakota did reach 9% of 4-year-olds during its first year of program operation. Six states did not operate a preschool program in 2017-2018 that met the definition of a state-funded preschool program used in this report. Figure 3 displays a map of the percent of 4-year-olds enrolled in state-funded preschool in each state.

Enrollment of 3-year-olds in state-funded preschool continues to lag far behind and grow very slowly, increasing from 2.7% in 2001-2002 to only 5.7% in 2017-2018. Only 30 states fund enrollment of 3-year-olds in state-funded preschool but a few others allow 3-year-olds to be served in state-funded preschool classrooms supported by other sources of funding. D.C. and Vermont are exceptional in serving more than half of their 3-year-olds. Illinois, New Jersey, and Arkansas follow, serving close to or more than one-fifth of 3-year-olds. Figure 4 displays a map of the percent of 3-year-olds enrolled in state-funded preschool in each state.

STATE PRESCHOOL POLICIES RELATED TO PROGRAM QUALITY: IN NEED OF IMPROVEMENT

A primary goal of state-funded preschool education is to support the learning and development of young children as a means of improving the quality of their lives now and in the future. Research finds that preschool programs can accomplish this goal, but that doing so at scale has proven difficult.¹ Only high-quality preschool programs can be expected to produce large and lasting gains in outcomes such as achievement, educational attainment, personal and social behavior (e.g., reductions in crime), and adult health and economic productivity.²

NIEER has developed a rating system for 10 preschool policy standards related to quality to help guide policymakers seeking to enhance and support high quality. To do this, we employed a process that business and government commonly use to design for success: "benchmarking" against acknowledged leaders. Benchmarking identifies common features of highly successful organizations as well as what differentiates them from the rest.

We began by identifying preschool programs that research has found to produce large, broad, and lasting improvements in children's learning and development.³ Not surprisingly, the quality of a child's experiences in the classroom is a key to success. Public policies cannot directly control quality, but they can specify program features and state operations that support classroom quality. We identified 10 key features common to highly effective programs that can be determined by policy, and set "benchmarks" for policies related to those features.

Since NIEER first developed the benchmarks, both policies and research on program effectiveness have advanced. As the Yearbook has documented, most states have strengthened their preschool policies. All or nearly all states now meet several of the original benchmarks. In addition, the field has learned more about how program features contribute to quality and effectiveness at scale.⁴ Based on progress and a review of the new evidence, we revised our benchmarks for state policy. The revised benchmarks place less emphasis on structural quality and monitoring, and more emphasis on a coherent system of continuous improvement for process quality. We believe these revisions are a shift in favor of policies better able to shape classroom experiences in ways that can strongly enhance learning and development.

The benchmarks provide a coherent set of *minimum* policies to support meaningful, persistent gains in learning and development that can enhance later educational and adult life achievement. Programs supported by these policies will be more likely to achieve their goals. However, the benchmarks cannot guarantee success, which depends on other factors including adequate funding and strong implementation of both policy and practice. Even the best policies can be undermined by lack of funding or inattention to full implementation.

Below, we explain each benchmark, along with the evidence and reasoning behind it. We hope this will increase understanding of the benchmarks and why they matter.

Benchmark 1. Early Learning and Development Standards (ELDS). A state's ELDS specify a program's goals. Clear and appropriate expectations for learning and development across multiple domains are an essential starting place for quality.⁵ States should have comprehensive ELDS covering all areas identified as fundamental by the National Education Goals Panel⁶—children's physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge. Neglecting any of these development domains could weaken both short- and long-term effectiveness.⁷

To meet the benchmark, ELDS should be specific to preschool-aged children and vertically aligned with state standards for younger and older children so that children's experiences at each stage build on what has gone before.⁸ ELDS also should be aligned with any required child assessments, and sensitive to children's diverse cultural and language backgrounds.⁹ Finally, the state must provide some support for those charged with implementing the ELDS so they understand them, such as professional development and additional resources.

Benchmark 2. Curriculum supports. A strong curriculum that is well-implemented increases support for learning and development broadly, and includes specificity regarding key domains of language, literacy, mathematics, and social-emotional development.¹⁰ To meet the benchmark for curriculum support, states must provide (a) guidance or an approval process for selecting curricula, and (b) training or ongoing technical assistance to facilitate adequate implementation of the curriculum.

Benchmark 3. Teacher degree. To meet the benchmark, state policy must require lead teachers in every classroom to have at least a bachelor's degree. This follows recommendations from multiple studies by the Institute of Medicine (IOM) and National Research Council (NRC) of the National Academy of Science recommending that preschool teachers have a BA with specialized knowledge and training in early childhood education.¹¹ Their conclusions are supported by an analysis of what teachers are expected to know and do in order to be highly effective. Also, a comprehensive review finds that teachers with higher educational levels generally provide higher quality educational environments for young children.¹²

Much of the research has approached the question of teacher degree requirements incorrectly by assuming that teacher qualifications and other program features act independently, are unconstrained by regulation, and are independent of unmeasured contexts that affect outcomes.¹³ When multiple program features are interdependent, benchmarking is a more appropriate approach for identifying the features associated with success.¹⁴ We found no examples of programs that have produced large persistent gains in achievement without well-qualified teachers.

It also follows that teacher qualifications should not be expected to have an effect in isolation. Compensation must be adequate to attract and retain strong teachers, regardless of qualifications requirements.¹⁵ We have not made this part of the benchmark due to the difficulty of ascertaining exactly what "adequate compensation" is for each state—but that does not lessen its importance. Compensation is the focus of a supplemental section in this report.

Benchmark 4. Teacher specialized training. IOM/NRC reports have also emphasized that preschool lead teachers should have specialized preparation that includes knowledge of learning, development, and pedagogy specific to preschool-age children.¹⁶ To meet the benchmark, policy must require specialized training in early childhood education and/or child development. We recognize that early childhood teacher preparation programs are variable. States may wish to consider supports to improve programs offered by their state institutions of higher education and alignment with the state ELDS.¹⁷

Benchmark 5. Assistant teacher degree. All members of a teaching team benefit from preservice preparation. The Child Development Associate (CDA) was developed as the entry-level qualification for the field.¹⁸ Other certifications or coursework can provide similar preparation. There has been limited research specific to the qualifications of assistant teachers, but evidence indicates that assistant teacher qualifications are associated with teaching quality. To meet the benchmark, policy must require that assistant teachers hold a CDA or have equivalent preparation.

Benchmark 6. Staff professional development. To meet this benchmark both teachers and assistant teachers must be required to have at least 15 hours of annual in-service training. In addition, some professional development must be provided through coaching or similar ongoing classroom-embedded support. Lead and assistant teachers are also required to have annual written individualized professional development plans. Research indicates regular professional learning, including coaching, supports teaching practices related to high-quality experiences for children.¹⁹ Individualized professional development focused on helping teachers improve in their own classrooms has been found more effective than traditional workshops and general professional development.²⁰ Good teachers actively engage in learning and regular professional development, and there is some evidence for a 15-hour threshold.²¹

Benchmarks 7 and 8. Maximum class size (20) and staff-child ratio (1:10). These two benchmarks are addressed together as they are highly linked in policy and practice. To meet benchmark 7, class size should be limited to at most 20 children. To meet benchmark 8, classes should be permitted to have no more than 10 children per classroom teaching staff member. Small class size and corresponding teacher-child ratios characterize the most effective programs, even though many studies find weak or no association between these features and effectiveness.²² Yet, it seems clear that smaller classes and fewer children per teacher enable teachers to interact with each child more frequently, to work with smaller groups, and offer each child more individualized attention, which results in better outcomes. The smaller the class, the easier it is for a teacher to develop a good understanding of each child's interests, needs, and capabilities.

What may be the best designed large-scale randomized trial of class size for young children to date found substantive and lasting impacts on achievement and educational success for smaller class sizes in kindergarten.²³ Subsequent efforts to reproduce these results through policy changes elsewhere have been far less successful. Again, we note that key policies regarding program features are not independent of other policies, context, and implementation.

A staff-child ratio of 1:10 is lower than in programs found to have the largest persistent effects, but it is generally accepted by professional opinion. A recent meta-analysis suggests an even lower threshold, below 1 to 7.5 (class size of 15), would be better, and that finding is consistent with experimental evidence for kindergarten.²⁴ On the other hand, at least one program has produced large short-term gains with a maximum class size of 22 and 1:11 staff to child ratio, just outside the benchmarks.²⁵

Benchmark 9. Screenings and referrals. To meet the benchmark, policies should require that preschool programs ensure children receive vision, hearing, and other health screenings and referrals.²⁶ This benchmark recognizes that children's overall well-being and educational success involve not only cognitive development but also physical and mental health.²⁷

Benchmark 10. Continuous Quality Improvement System (CQIS). An effective CQIS operates at local and state levels to ensure that information is gathered regularly on processes and outcomes, and that this information is used to guide program improvement. To meet this benchmark, policy must at a minimum require that (1) data on classroom quality is systematically collected at least annually, and (2) local programs and the state both use information from the CQIS to help improve policy or practice. The use of a cycle of planning, observation, and feedback has characterized highly effective programs.²⁸



The *State of Preschool 2018* reports on 10 quality standards benchmarks that are viewed as minimums for effective preschool education. These are briefly described in Figure 5 which also outlines how the current quality standards benchmarks differ from those used prior to 2016. Table 5 summarizes the quality standards benchmarks met by each program.

FIGURE 5: CURRENT AND FORMER QUALITY STANDARDS BENCHMARKS

CURRENT STANDARD	CHANGE	FORMER STANDARD
Comprehensive Early Learning and Development Standards that are horizontally and vertically aligned, supported, and culturally sensitive	Enhanced	Comprehensive Early Learning Standards
Supports for Curriculum Implementation	New	None
Lead Teacher Degree (BA)	No change	Lead Teacher Degree (BA)
Lead Teacher Specialized Training in ECE/CD	No change	Lead Teacher Specialized Training in ECE/CD
Assistant Teacher Degree (CDA)	No change	Assistant Teacher Degree (CDA)
15 hours/year of professional development, annual individualized plans professional development plans, and coaching for lead and assistant teachers	Enhanced	Teacher-in-Service (15 hours/year)
Maximum Class Size (20)	No change	Maximum Class Size (20)
Staff-Child Ratio (1:10)	No change	Staff-Child Ratio (1:10)
Screenings & Referrals	Slight Change	Screenings & Referrals & 1 Support Service
None	Discontinued	Meals (At least 1)
Continuous Quality Improvement System	Enhanced	Monitoring (Site Visits at least once every five years)

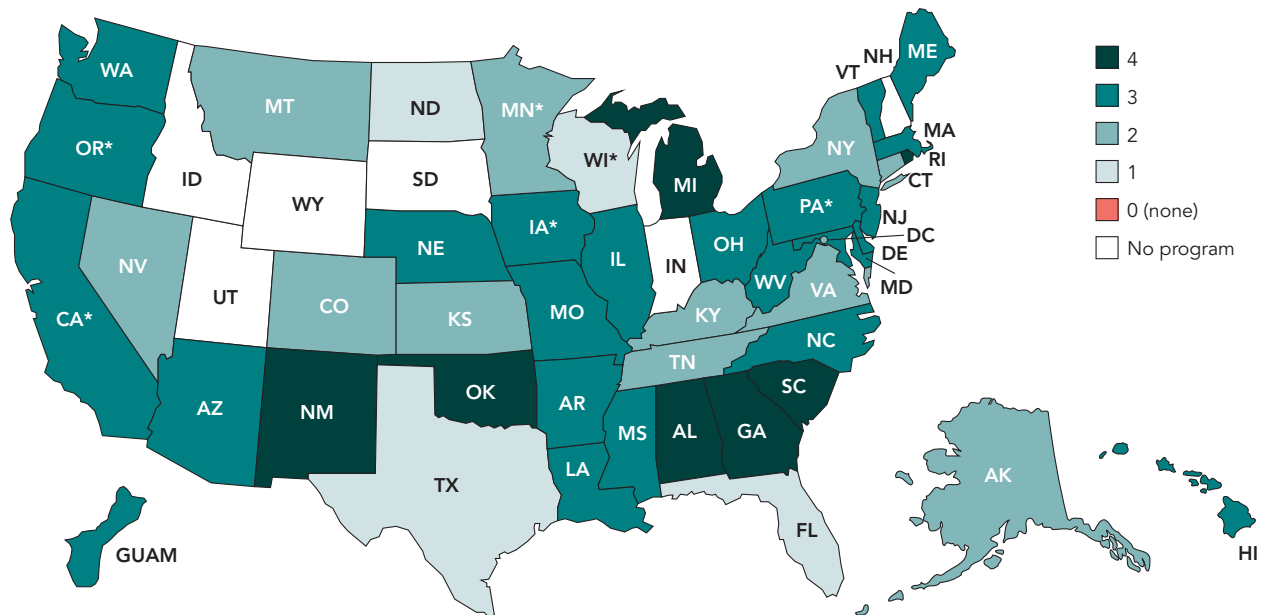
Alabama, Michigan, and Rhode Island met all ten of NIEER's quality standards benchmarks. Six other programs met nine benchmarks (Louisiana NSECD, Maine, Mississippi, New Mexico, Oklahoma, and West Virginia). Twelve programs met less than half of the quality standards benchmarks: Kansas' two programs, Pennsylvania RTL, and Texas met four; Alaska, Arizona, District of Columbia, Pennsylvania K4/SBPK, and Wisconsin 4K met three; and California TK, Florida, and North Dakota met two. The District of Columbia falls short because charter schools serving a substantial part of the population (more than 50%) are not required to meet the district's preschool standards.

Progress on policies to support quality practices was minimal. Only three states enacted new policies that led to meeting additional NIEER quality standards benchmarks in 2017-2018. Tennessee met two additional benchmarks: Early Learning and Development Standards (ELDS) and Curriculum Supports. Connecticut CDCC also newly met the ELDS benchmark. Oklahoma passed a new law that resulted in the state meeting the staff professional development benchmark for the first time. A few programs moved in the wrong direction, changing policies that resulted in meeting fewer quality standards benchmarks.

Looking at the four benchmarks that focus on process quality (ELDS, Curriculum Supports, Professional Development, and CQIS), only seven programs met all four (Alabama, Georgia, Michigan, New Mexico, Oklahoma, Rhode Island, and South Carolina). For the first time, there were no programs that did not meet any of these benchmarks. However, eight only met one. Figure 6 displays the number of these four benchmarks met by each state.

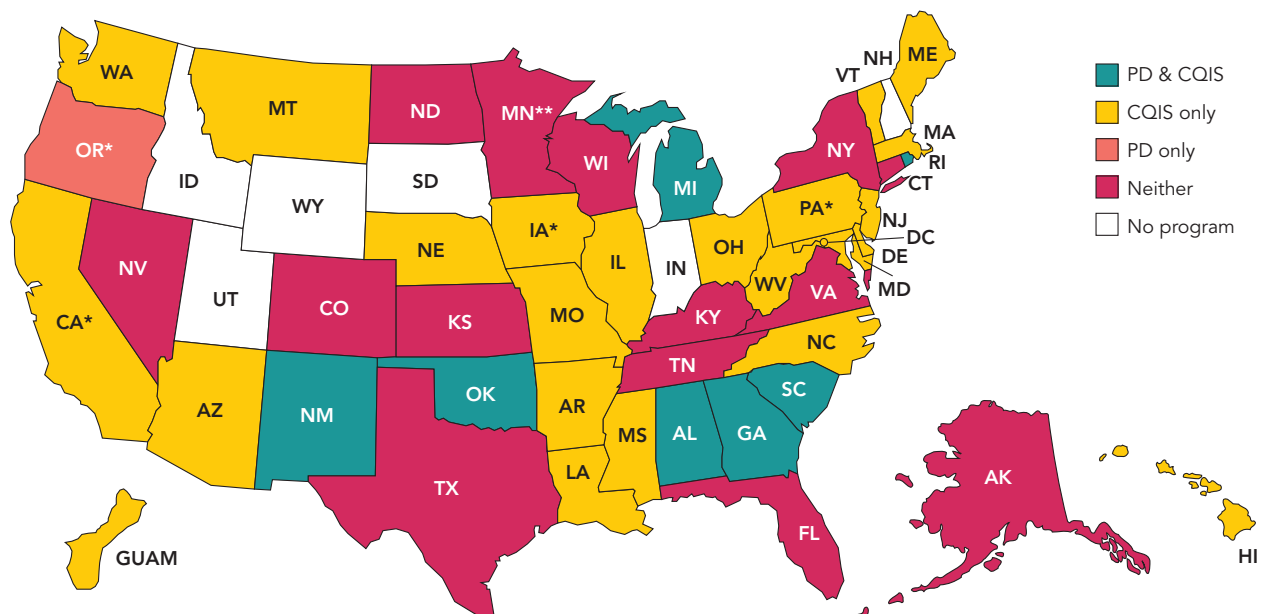
The Professional Development benchmark was met by the fewest programs: only nine (Alabama, Georgia, Michigan, Minnesota Head Start, New Mexico, Oklahoma, Oregon Head Start, Rhode Island, and South Carolina). Thirty-five states met the CQIS benchmark. Figure 7 shows which states met the Professional Development and CQIS benchmarks in 2017-2018.

FIGURE 6: ONLY SEVEN STATES MEET ALL FOUR PROCESS-QUALITY FOCUSED QUALITY STANDARDS BENCHMARKS



* These multi-program states have programs with different quality standards. Data displayed on the map reflect quality standards benchmarks in the largest program in the state.

FIGURE 7: ONLY SEVEN STATES MEET BOTH THE PROFESSIONAL DEVELOPMENT (PD) AND CONTINUOUS QUALITY IMPROVEMENT SYSTEM (CQIS) QUALITY STANDARDS BENCHMARKS



* These multi-program states have programs with different quality standards regarding PD and CQIS. Data displayed on the map reflect quality standards benchmarks in the largest program in the state.

** Minnesota's smaller program meets the PD benchmark, but not CQIS.

RESOURCES: CAN'T KEEP UP

In 2017-2018, 44 states and the District of Columbia spent more than \$8.15 billion on preschool, topping the \$8 billion mark for the first time. California alone spent more than \$1.85 billion, which is over \$1 billion more than Texas, which had the next largest investment in state-funded preschool. California's spending on its two programs amounts to nearly one-quarter of all state funding for preschool in the nation. Total state funding for preschool rose by \$280 million, adjusted for inflation, a 3.6% increase in spending from 2016-2017. This increase is about 50% larger than last year's 2% increase. Table 6 reports state spending per child and in total, as well as changes in spending from the previous year.

State spending per child was \$5,172. Though this is a nominal increase of \$161 over last year, it is an \$12 decrease when adjusting for inflation, continuing last year's downward trend in real spending. The inflation-adjusted decrease in state spending per child also suggests that states tend to prioritize enrollment expansion over quality.

State spending per child varied widely across the states, with the gap between the highest and lowest even larger than last year. At the high end, the District of Columbia spent \$17,545 per child. New Jersey and Alaska also spent more than \$10,000 per child. At the low end, North Dakota (in its first year of operation) spent only \$777 per child. Nebraska and Kansas also spent less than \$2,000 per child and six other states spent less than \$3,000 per child (Mississippi, Florida, Massachusetts, Colorado, Maine, and South Carolina). This is many times more unequal than state spending on K-12 education.

Many states (including some of those with the lowest state spending per child), rely on federal and local sources to provide additional funds for their preschool programs. As stated above, 2014 federal PDG dollars helped support preschool in 18 states, contributing a total of almost \$244 million, including \$102 million that supported either new or enhanced seats in state-funded preschool. As this federal grant is ending in 2019, states need to plan to sustain funding through other means in order to continue serving the same number of children.

Some states provide for local education agencies to share preschool costs through a funding formula, as they do for K-12 education—and these states are more likely to provide salary parity for preschool teachers. Funding from all sources is a better indicator of the total resources available to support preschool (though not a better indicator of a state's financial commitment). Unfortunately, not all states can fully, or even partially, report spending on their programs from local and/or federal sources. As a result, the "all-reported" spending per child numbers in Table 6 underestimate total spending by an unknown amount, and meaningful comparisons across states are limited by differences in reporting.

Local and federal funds added more than \$1.2 billion to state preschool during the 2017-2018 school year, including approximately \$102 million, or 8%, from the 2014 federal PDG. Spending from all reported sources totaled more than \$9.3 billion in 2017-2018, an all time high. All-reported funding increased by almost \$372 million since the previous year, adjusted for inflation. Non-state funds reported include \$504 million in required local funds, almost \$245 million in non-required local funds, and \$461 million in non-TANF federal funds (including 2014 PDG). All reported spending per child was \$5,940, an inflation-adjusted increase of \$21 from 2016-2017. Reported local and federal spending added more than \$5,000 in Nebraska and Rhode Island and more than doubled the funding per child in Maryland, Oklahoma, Maine, Mississippi, and Nebraska.



FEDERAL PRESCHOOL DEVELOPMENT GRANTS (PDG)

Preschool Development Grants were competitive federal grants awarded to 18 states to (1) build the state's capacity to provide high-quality preschool or (2) to expand access to high-quality preschool for high-need communities. The PDG program was part of the Preschool for All initiative jointly administered by the Department of Education and the Department of Health and Human Services (HHS). In December 2014, 18 states were awarded federal PDG grants. These states received four years of funding and 2017-2018 was the third full school year during which PDG funding was utilized by states. The recent Every Student Succeeds Act moved PDG administration solely to HHS, and the purpose of PDG Birth through Five grants is to support planning rather than jointly fund direct services for children.

In 2017-2018, states used almost \$244 million in federal PDG funding. In some states, all PDG funding was used to create new seats in state-funded preschool and/or enhance the quality of (including extending the length of the day) existing state-funded preschool seats. In other states, PDG funding supported enrollment of children in preschool programs outside of state-funded preschool, or in a combination of state preschool and other programs. PDG-funded seats were required to meet 12 quality standards including the provision of a full school day. Many of the required PDG standards align with NIEER's quality standards benchmarks.

In 2017-2018, 42% of PDG funding (approximately \$102 million) was used to serve children in state-funded preschool (either through the creation of new seats or enhancing the quality of existing seats). We estimate that federal PDG supported almost 56,000 children in 2017-2018 through either new seats or quality enhancements. Approximately 35,000 of these children were served in state preschool programs. Figure 8 describes PDG funding and the enrollment it supported in each of the 18 states receiving federal PDG grants.

PDG is an example of an effective federal-state partnership that has helped states provide high-quality preschool to more children. Rhode Island and Alabama are two states that used PDG funding to substantially increase enrollment of 4-year-olds while maintaining high quality. And, using PDG funding, Nevada served 90% of children enrolled in state-funded preschool in school-day programs, up from just 40% the previous year. Yet PDG enrollment is set to sunset soon—the 2018-2019 school year is the last year it will support preschool enrollment, and it has not been renewed by the federal government. Of the 18 states with PDG funding, eight reported that they have a plan to sustain PDG funding using state or other sources; nine reported that they are working on a plan, and one reported that they did not have a plan. It remains to be seen how the loss of federal PDG funding will affect access to high quality preschool for children in low-income families.

FIGURE 8: FEDERAL PRESCHOOL DEVELOPMENT GRANT (PDG) ENROLLMENT AND SPENDING

STATE	PDG-SUPPORTED ENROLLMENT					PDG SPENDING		
	Total	Total new seats	Total enhanced seats	New seats in state pre-K	Enhanced seats in state pre-K	Total	Included in state preschool spending*	Plans to sustain funding?
Alabama	15,240	3,954	11,286	3,954	11,286	\$18,723,405	\$18,723,405	Yes
Arizona	2,872	2,872	0	0	0	\$20,000,000	\$0	In progress
Arkansas	2,872	1,363	1,509	0	1,509	\$15,327,377	\$3,758,389	In progress
Connecticut	740	439	301	0	301	\$5,262,798	\$2,778,620	In progress
Hawaii	259	259	0	0	0	\$5,783,584	\$0	Yes
Illinois	4,915	2,745	2,170	0	41	\$20,986,434	\$214,184	Yes
Louisiana	4,907	1,800	3,107	0	0	\$9,558,060	\$0	In progress
Maine	504	32	472	32	472	\$4,069,851	\$4,069,851	Yes
Maryland	4,272	1,571	2,701	1,571	2,701	\$13,190,793	\$13,190,793	Yes
Massachusetts	763	763	0	0	0	\$15,000,000	\$0	In progress
Montana	1,000	387	613	0	0	\$9,958,741	\$0	In progress
Nevada	3,197	1,201	1,996	0	1,996	\$17,286,600	\$7,908,600	In progress
New Jersey	1,929	1,280	649	960	643	\$17,199,793	\$13,060,968	Yes
New York	2,371	2,371	0	2,371	0	\$25,000,000	\$25,000,000	Yes
Rhode Island	543	543	0	543	0	\$5,898,075	\$5,898,075	Yes
Tennessee	5,643	240	5,403	120	4,077	\$18,225,394	\$1,947,875	In progress
Vermont	448	0	448	0	448	\$4,713,681	\$4,713,681	No
Virginia	3,450	1,441	2,009	0	2,009	\$17,500,000	\$1,158,812	In progress
TOTAL	55,925	23,261	32,664	9,551	25,483	\$243,684,585	\$102,423,253	

* Federal PDG funding is included in the total, or all-reported, spending numbers.

Note: Data come from the survey of state preschool administrators and states' PDG Annual Performance Reports. Where possible, PDG funding is reported for the 2017-2018 school year, but some states can only report information for the calendar year.

In some PDG states, NIEER's calculation of state spending per child can be distorted compared to other years by PDG funding. State spending is divided by total enrollment, which includes children supported entirely and/or partially by federal PDG funds. For PDG states, the all-reported spending per child may better represent the level of support in comparison to prior years (before PDG).



PROGRESS TOWARD PRESCHOOL FOR ALL

Four states stand out as leaders in providing universal access to preschool for 4-year-olds: The District of Columbia, Florida, Vermont, and Oklahoma. Each of these four states serve more than three quarters of the state's 4-year-olds in state-funded preschool, and approximately 85% of 4-year-olds across state-funded preschool, preschool special education, and Head Start. However, that is where the similarities end.

In addition to ranking 1st in access for 4-year-olds, the District of Columbia also provides nearly universal access to preschool for 3-year-olds (ranking 1st in access for 3-year-olds too), serving all children in school-day programs. D.C. also ranks first in state spending per child (\$17,545) and all-reported spending per child (\$18,580), surpassing the next highest state by more than \$4,000 per child. However, D.C. meets only 3 of NIEER's quality standard benchmarks, in large part because public charter schools have authority to set their own standards. More than 50% of children attend D.C. Public Pre-K in public charter schools. The consequences of this for quality are unclear, but it is cause for concern.

Like D.C., Vermont also provides nearly universal access for 3-year-olds, ranking 2nd. However, state-funding supports a part-day program with a minimum of 10 hours per week. Vermont spends \$6,622 per child, though this increases to \$7,941 when including local and federal funding. An unknown in Vermont is the extent to which most children's participation exceeds the minimum number of hours. The state meets 7 of NIEER's quality standards benchmarks.

Unlike D.C. and Vermont, state funding for preschool in Oklahoma and Florida is for 4-year-olds only. Oklahoma is one of the first states to commit to universal access to preschool for 4-year-olds, doing so in 1980. Nearly 90% of children in preschool attend school-day programs. Oklahoma spends only \$3,644 per child but local and federal funding substantially increase this amount to \$8,024 per child. Oklahoma meets 9 of NIEER's quality standards benchmarks and a rigorous evaluation has shown it to have positive impacts on children's kindergarten readiness.

Florida serves 4-year-olds with parents choosing either a school-year or summer program. Most children attend the part-day school year program. While Florida's program reaches more than three-quarters of 4-year-olds, resources are limited as the state spends only \$2,177 per child with no reported additional local or federal preschool spending. It is therefore unsurprising that Florida meets only 2 of NIEER's quality standards benchmarks. While it is possible that for some children additional funding from the local schools, communities, and other sources enable programs to provide high quality services, it is worrisome that state funding is a small fraction of that in other states offering pre-K for all.

STATES ON THE MOVE

Despite the limited progress that characterizes the nation as a whole, another set of states stand out as “On the Move.” These states do not yet provide universal access to 4-year-olds, but have committed to improving access, funding, and/or quality standards.

Alabama has increased enrollment by over 15,000 4-year-olds, or 26 percentage points, since 2002, while increasing standards and then maintaining high quality. The state more than quadrupled enrollment in the last five years, aided in part by a federal PDG grant as well as strong state leadership. Alabama spent \$13 million more this year than last year on state preschool, further demonstrating a commitment to increasing access and quality. The state has a sustainability plan in place to maintain enrollment as the federal PDG grant runs out. Alabama is one of three states to meet all 10 of NIEER’s quality standards benchmarks, and has conducted evaluations that indicate the program has substantive impacts on long-term achievement and school success.

California began offering Transitional Kindergarten (TK) during the 2012-2013 school year to children born between September 2nd and December 2nd who miss the kindergarten cut off. Enrollment in TK has increased steadily, exceeding 100,000 4-year-olds in 2017-2018. Combined with nearly 139,000 children in California’s State Preschool Program, more than 15% of all children in state-funded preschool nationwide are in California. Moreover, the state’s investment in preschool has increased—by more than \$364 million in the last year, resulting in a more than \$1,000 per child increase. California also appears to be moving towards improving program quality, which is greatly needed as the state currently meets just 4.3 of NIEER’s quality standards benchmarks.

Illinois has made progress recently after years of stagnation due to budget problems in the state. The Illinois General Assembly appropriated an additional \$50 million to the Early Childhood Block Grant which funds Preschool for All in the state. As a result, in 2017-2018, state spending for preschool increased by over \$40 million. Illinois served an additional 3,000 children and spending per child increased by \$380. Illinois met 8 of NIEER’s quality standards benchmarks. Illinois still has a long way to go to reach its goal of serving all 3- and 4-year-olds, a goal originally slated for 2012, but it seems progress has restarted.



Maryland increased spending for the Maryland Prekindergarten Program by \$16 million in 2017-2018 resulting in a \$500 increase in spending per child. In 2014, the Prekindergarten Expansion Act added \$4.3 million annually to increase access for children from families up to 300% FPL. The state has also benefited from a federal PDG award for \$15 million per year. More recently, in 2018, the state passed legislation to sustain the federal PDG funding when it runs out. Maryland's Commission on Innovation and Excellence in Education (Kirwan Commission) is finalizing recommendations to expand access to free, full-day preschool to all 3- and 4-year-olds from families up to 300% FPL. Maryland met 7 of NIEER's quality standard benchmarks. Following the Kirwan Commission report recommendation could boost enrollment growth, which has stagnated in recent years.

Massachusetts substantially increased preschool access and funding this year. The state's Chapter 70 program, included in this report for the first time this year, served over 30,000 children in public school-based programs. Enrollment of 3-year-olds in the state increased by 12 percentage points (to 17%) and enrollment of 4-year-olds by 22 percentage points (to 30%). Spending on preschool increased by over \$40 million, though average state spending per child declined by more than \$1,000. The state's programs met an average of 6.2 of NIEER's quality standards benchmarks. Within the state, Boston is a leader in providing high-quality preschool and the mayor recently announced plans to provide \$15 million to provide universal access to high-quality preschool for all 4-year-olds within the next five years.

Minnesota began its Voluntary Pre-Kindergarten (VPK) program in 2016-2017 serving 3,106 4-year-olds during its first year of operation. In 2017-2018, the state began the School Readiness Plus (SRP) program and districts could choose to operate either program. Between SRP and VPK (and the state's supplement to Head Start), enrollment in preschool increased this year by more than 3,000 children. In two years, Minnesota went from serving just 1% of 4-year-olds to 10%. Another 1,000 new seats are allocated for next year. Spending also increased by more than \$19 million but spending per child declined slightly. Minnesota met 5.5 of NIEER's quality standards benchmarks. And while VPK teachers are not required to have a BA, they are required to have salary and benefit parity with public K-3 teachers of comparable qualifications.

Montana launched their first state-funded preschool initiative (Montana STARS Preschool Pilot) in 2017-2018, enrolling 306 children. The state spent \$2.57 million, or \$8,411 per child during the first year of operation and met 6 of NIEER's quality standards benchmarks. An additional 1,000 4-year-olds were enrolled in high-quality preschool in the state through their federal PDG grant. Montana has a long way to go to increase preschool access, spending, and quality, but early childhood education is finally moving forward.

Pennsylvania has four separate state-funded preschool initiatives that together serve 7% of 3-year-olds and 14% of 4-year-olds. Enrollment in preschool increased by 1,694 children, driven by increases for the state's largest, and highest quality program—Pre-K Counts. Spending for preschool increased by almost \$31 million, also driven by Pre-K Counts. Before this year's progress, enrollment had been relatively flat for a decade. Pennsylvania met an average of 7 of NIEER's quality standards benchmarks.

Washington has the stated goal of serving all eligible children not served by Head Start in the Early Childhood Education and Assistance Program (ECEAP) by 2022-2023. The state was half-way there by 2016-2017 and served an additional 800 children this year. Though Washington still only serves only 9% of 4-year-olds and 5% of 3-year-olds, the state planned to serve an additional 1,000 children in 2018-2019. Much larger annual enrollment increases will be needed to meet the state's goal for 2022-2023. State spending increased this year by more than \$14 million, resulting in a 7% increase in spending per child. Washington met 8 of NIEER's quality standards benchmarks.

TABLE 2: STATE PRESCHOOL ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2017-2018)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2017-2018)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	District of Columbia	85%	73%	79%	7,269	6,063	13,332
2	Florida	77%	0%	38%	173,645	0	173,645
3	Vermont	76%	62%	69%	4,609	3,840	8,449
4	Oklahoma	74%	0%	37%	39,807	0	39,807
5	Wisconsin	68%	1%	34%	46,238	499	46,736
6	West Virginia	67%	5%	36%	13,716	913	14,629
7	Iowa	65%	3%	34%	25,902	1,293	27,195
8	Georgia	61%	0%	30%	80,536	0	80,536
9	New York	51%	2%	26%	117,851	3,721	121,572
10	Texas	49%	8%	29%	198,917	32,568	231,485
11	South Carolina	46%	<1%	23%	27,253	190	27,443
12	Maine	42%	0%	21%	5,551	0	5,551
13	Maryland	38%	5%	21%	27,588	3,574	31,162
14	California	37%	11%	24%	184,816	57,043	241,859
15	Kansas	36%	0%	18%	14,022	0	14,022
16	Nebraska	33%	16%	24%	8,711	4,239	12,950
17	Arkansas	32%	19%	26%	12,261	7,237	19,498
18	Michigan	32%	0%	16%	37,325	0	37,325
19	New Mexico	31%	3%	17%	8,228	891	9,119
20	Louisiana	31%	0%	15%	18,911	0	18,911
21	Connecticut	30%	9%	19%	11,226	3,224	14,449
22	Massachusetts	30%	17%	24%	21,722	12,408	34,130
23	Kentucky	29%	10%	19%	15,910	5,360	21,270
24	New Jersey	28%	20%	24%	29,733	20,951	50,684
25	Alabama	28%	0%	14%	16,051	0	16,051
26	Illinois	27%	22%	24%	41,622	33,318	74,940
27	North Carolina	23%	0%	12%	28,385	0	28,385
28	Colorado	23%	8%	16%	15,324	5,713	21,037
29	Tennessee	22%	<1%	11%	18,024	330	18,354
30	Virginia	18%	0%	9%	17,959	0	17,959
31	Pennsylvania	14%	7%	10%	19,726	9,984	29,710
32	Oregon	12%	8%	10%	5,848	3,616	9,464
33	Ohio	11%	1%	6%	16,176	1,737	17,913
34	Rhode Island	10%	0%	5%	1,080	0	1,080
35	Minnesota	10%	1%	5%	6,964	708	7,672
36	North Dakota	9%	0%	5%	965	0	965
37	Washington	9%	5%	7%	8,019	4,472	12,491
38	Delaware	5%	2%	4%	586	259	845
39	Nevada	5%	1%	3%	1,870	232	2,102
40	Mississippi	5%	0%	2%	1,840	0	1,840
41	Arizona	4%	2%	3%	3,323	1,933	5,256
42	Alaska	3%	0%	1%	315	0	315
43	Missouri	2%	1%	2%	1,666	712	2,378
44	Montana	2%	<1%	1%	265	14	279
45	Hawaii	2%	0%	1%	373	0	373
No Program	Idaho	0%	0%	0%	0	0	0
No Program	Indiana	0%	0%	0%	0	0	0
No Program	New Hampshire	0%	0%	0%	0	0	0
No Program	South Dakota	0%	0%	0%	0	0	0
No Program	Utah	0%	0%	0%	0	0	0
No Program	Wyoming	0%	0%	0%	0	0	0
50 states + DC		33%	6%	20%	1,338,127	227,041	1,565,168*
Guam		2%	0%	1%	71	0	71

For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages.

*Nationwide, an additional 12,593 children of other ages were enrolled in state prekindergarten, for a total of 1,577,761 children.

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

STATE	ENROLLMENT CHANGES FROM 2001-2002 TO 2017-2018				ENROLLMENT CHANGES FROM 2016-2017 TO 2017-2018			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
	Number	% served	Number	% served	Number	% served	Number	% served
Alabama	0	0.0%	15,295	26.4%	0	0.0%	2,019	3.7%
Alaska*	0	0.0%	315	2.9%	0	0.0%	-43	-0.6%
Arizona	1,933	2.2%	-954	-1.8%	90	0.1%	-119	-0.1%
Arkansas	6,295	16.3%	10,037	26.3%	211	0.4%	167	1.0%
California	46,119	9.3%	140,282	28.6%	2,589	0.5%	3,704	0.6%
Colorado	4,983	7.2%	7,004	8.9%	123	0.2%	-290	-0.2%
Connecticut*	1,688	5.3%	6,809	20.4%	159	0.4%	-333	-0.3%
Delaware	259	2.3%	-257	-2.6%	259	2.3%	-245	-2.1%
District of Columbia	4,938	53.2%	4,258	41.0%	317	7.2%	168	-2.9%
Florida	0	0.0%	173,645	76.7%	0	0.0%	-607	-0.6%
Georgia	0	0.0%	16,923	7.4%	0	0.0%	-338	0.8%
Hawaii	0	0.0%	373	2.0%	0	0.0%	-3	0.0%
Idaho	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Illinois	19,220	13.6%	2,720	5.6%	2,020	1.3%	1,161	1.1%
Indiana	0	0.0%	0	0.0%	0	0.0%	-1,792	-2.1%
Iowa	782	1.9%	24,346	60.7%	97	0.2%	1,025	2.0%
Kansas	0	0.0%	11,792	30.0%	0	0.0%	6,011	15.4%
Kentucky	488	0.4%	3,093	4.8%	57	0.1%	1,778	2.8%
Louisiana	0	0.0%	11,392	19.1%	0	0.0%	-143	-0.2%
Maine	0	0.0%	4,111	32.3%	0	0.0%	409	3.5%
Maryland	2,166	2.9%	9,214	12.4%	0	0.0%	92	0.4%
Massachusetts	2,976	5.3%	12,290	18.3%	8,538	11.8%	15,787	21.8%
Michigan	0	0.0%	10,848	13.2%	0	0.0%	-1,046	-1.1%
Minnesota*	-107	-0.2%	5,694	7.9%	-4	0.0%	3,073	4.2%
Mississippi	0	0.0%	1,840	4.9%	0	0.0%	530	1.5%
Missouri	-1,834	-2.5%	-2,020	-2.7%	-89	-0.1%	-179	-0.2%
Montana	14	0.1%	265	2.1%	14	0.1%	265	2.1%
Nebraska	4,115	15.3%	8,355	31.5%	389	1.1%	375	1.4%
Nevada	121	0.2%	1,549	3.9%	42	0.1%	204	0.5%
New Hampshire	0	0.0%	0	0.0%	0	0.0%	0	0.0%
New Jersey	8,166	8.6%	5,852	7.7%	-752	-0.8%	-1,934	-1.8%
New Mexico	421	1.6%	7,858	29.9%	-201	-0.7%	-1,059	-4.1%
New York	-2,114	-0.7%	54,352	26.5%	274	0.1%	-1,573	-0.6%
North Carolina	0	0.0%	27,145	22.2%	0	0.0%	1,366	1.0%
North Dakota	0	0.0%	965	9.3%	0	0.0%	-13	-0.0%
Ohio	-7,977	-5.2%	2,291	2.5%	1,361	1.0%	610	0.3%
Oklahoma	0	0.0%	13,928	18.8%	0	0.0%	503	1.1%
Oregon*	2,507	5.1%	3,259	6.6%	2	-0.1%	19	0.0%
Pennsylvania*	9,984	6.9%	17,176	12.1%	667	0.4%	882	0.6%
Rhode Island	0	0.0%	1,080	10.0%	0	0.0%	72	1.0%
South Carolina	-160	-0.4%	11,603	16.9%	190	0.3%	3,174	5.7%
South Dakota	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Tennessee	-512	-0.7%	16,266	19.7%	-470	-0.6%	191	0.4%
Texas	12,827	1.9%	71,334	10.2%	4,980	1.1%	2,391	0.0%
Utah	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Vermont	3,471	56.3%	3,989	67.3%	237	1.9%	-87	0.8%
Virginia	0	0.0%	12,081	11.3%	0	0.0%	-64	0.1%
Washington	3,323	3.4%	3,234	2.7%	362	0.3%	438	0.4%
West Virginia	-855	-4.1%	8,631	42.9%	-161	-0.6%	323	2.4%
Wisconsin*	-189	-0.3%	32,734	48.9%	-10	0.0%	-3,043	-3.7%
Wyoming	0	0.0%	0	0.0%	0	0.0%	0	0.0%
United States	123,047	3.0%	772,997	19.1%	21,292	0.5%	33,827	0.8%
Guam	0	0.0%	71	2.2%	0	0.0%	0	0.0%

* At least one program in these states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, the figures in the table are estimates.

TABLE 4: 2017-2018 ENROLLMENT OF 3- AND 4-YEAR-OLDS IN STATE PRESCHOOL, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL AND STATE HEAD START

STATE	PRE-K + PRE-K SPECIAL EDUCATION				PRE-K + PRE-K SPECIAL EDUCATION + HEAD START ^{††}			
	3-year-olds		4-year-olds		3-year-olds		4-year-olds	
	Number enrolled	% of state population	Number enrolled	% of state population	Number enrolled	% of state population	Number enrolled	% of state population
Alabama [†]	875	1.5%	16,690	28.7%	7,047	11.9%	21,416	36.9%
Alaska ^{*†}	409	3.8%	925	8.6%	1,560	14.6%	2,202	20.5%
Arizona	5,108	5.8%	8,064	9.1%	10,083	11.4%	16,903	19.1%
Arkansas	8,995	23.5%	15,709	41.5%	13,203	34.5%	18,971	50.1%
California	72,920	14.7%	198,005	39.8%	109,572	22.0%	234,498	47.1%
Colorado	8,698	12.9%	19,202	28.7%	12,172	18.0%	23,926	35.7%
Connecticut ^{*†}	5,130	13.8%	13,359	35.6%	7,198	19.3%	15,281	40.7%
Delaware	866	7.8%	1,431	13.1%	1,702	15.4%	2,259	20.6%
District of Columbia [†]	6,063	73.2%	7,269	85.0%	6,063	73.2%	7,269	85.0%
Florida [*]	6,597	2.9%	173,645	76.7%	21,005	9.2%	192,125	84.9%
Georgia [†]	2,864	2.2%	82,742	62.5%	14,767	11.1%	85,894	64.9%
Hawaii	549	3.0%	1,124	6.1%	1,544	8.5%	2,456	13.3%
Idaho	688	3.0%	1,096	4.6%	1,746	7.5%	2,980	12.6%
Illinois [†]	34,217	22.2%	46,051	30.0%	45,885	29.8%	59,261	38.6%
Indiana	3,845	4.5%	5,236	6.1%	9,189	10.9%	11,587	13.6%
Iowa [†]	2,097	5.2%	26,652	66.7%	4,501	11.2%	27,707	69.3%
Kansas	2,473	6.3%	17,524	44.8%	5,014	12.9%	20,382	52.1%
Kentucky [†]	5,360	9.6%	15,910	28.7%	11,233	20.2%	22,195	40.0%
Louisiana [*]	622	1.0%	19,565	32.0%	11,180	17.9%	27,144	44.5%
Maine [†]	496	3.8%	5,939	45.0%	1,497	11.5%	6,150	46.6%
Maryland	4,283	5.8%	29,578	40.3%	8,431	11.5%	33,158	45.2%
Massachusetts [†]	12,408	17.2%	21,722	29.9%	16,275	22.5%	24,582	33.8%
Michigan [†]	3,867	3.3%	39,854	34.5%	15,930	13.7%	46,145	39.9%
Minnesota ^{**}	3,469	4.8%	11,859	16.6%	8,199	11.4%	16,475	23.1%
Mississippi [†]	519	1.4%	3,365	9.0%	10,550	27.9%	13,494	35.9%
Missouri	3,765	5.0%	7,358	9.8%	9,754	12.9%	12,706	16.9%
Montana [*]	102	0.8%	532	4.2%	1,809	14.3%	2,682	21.4%
Nebraska [†]	4,239	15.8%	8,711	33.0%	5,150	19.2%	9,610	36.4%
Nevada	2,006	5.4%	4,616	12.3%	3,301	8.9%	5,767	15.4%
New Hampshire	852	6.6%	1,141	8.4%	1,380	10.8%	1,790	13.3%
New Jersey [†]	26,043	24.7%	36,561	34.5%	29,379	27.8%	39,555	37.4%
New Mexico	1,986	7.6%	9,155	34.8%	5,844	22.4%	13,311	50.6%
New York [†]	19,001	8.2%	127,086	55.0%	37,790	16.4%	138,161	59.8%
North Carolina [†]	3,472	2.8%	32,442	26.6%	10,927	8.9%	37,673	30.9%
North Dakota [*]	378	3.5%	1,389	13.4%	1,358	12.7%	2,650	25.5%
Ohio	6,349	4.5%	22,514	15.9%	20,237	14.3%	37,841	26.8%
Oklahoma	693	1.3%	39,807	74.4%	8,767	16.5%	45,780	85.6%
Oregon [*]	5,752	12.1%	8,385	17.7%	8,275	17.4%	12,057	25.4%
Pennsylvania [*]	17,323	12.1%	29,711	20.7%	27,996	19.5%	43,376	30.2%
Rhode Island	667	6.1%	1,834	17.0%	1,592	14.6%	2,929	27.1%
South Carolina	1,383	2.3%	27,370	46.5%	8,015	13.6%	31,332	53.2%
South Dakota	371	3.0%	698	5.7%	2,115	16.9%	2,684	21.9%
Tennessee [†]	2,285	2.8%	19,806	24.2%	8,851	10.8%	24,710	30.2%
Texas	38,466	9.4%	203,738	50.6%	68,046	16.7%	235,328	58.4%
Utah	2,333	4.6%	3,511	6.8%	4,420	8.7%	6,352	12.3%
Vermont	3,840	61.6%	4,609	75.9%	4,253	68.2%	5,161	85.0%
Virginia [*]	3,589	3.5%	21,630	21.2%	8,931	8.7%	28,082	27.5%
Washington	7,445	8.1%	11,965	13.0%	11,947	13.0%	18,095	19.7%
West Virginia [†]	913	4.5%	13,716	67.1%	2,680	13.3%	14,067	68.8%
Wisconsin ^{**}	2,921	4.3%	46,238	68.1%	9,290	13.7%	50,907	75.0%
Wyoming	847	11.5%	1,120	15.1%	1,483	20.1%	1,897	25.6%
United States	350,438	8.7%	1,468,155	36.7%	659,137	16.5%	1,758,960	44.0%
Guam	39	1.2%	90	2.8%	177	5.5%	486	15.0%

* These states serve special education children in their state pre-K programs but were not able to provide the number of children for at least one of their programs. Estimates were used based on the average percent of special education students in state pre-K across all programs and enrollment numbers for each program.

** These states serve special education children in their state-funded Head Start pre-K programs but were not able to provide the number of children. Estimates were used based on the percent of children with IEPs in Head Start in the state as reported by the PIR.

† At least one program in these states was able to report the number of children enrolled in state pre-K and Head Start. Information was used to estimate an unduplicated count of Head Start enrollment.

†† Totals can overestimate public enrollment in state pre-K, pre-K special education, and Head Start as some or all of Head Start children may be served in a state's pre-K program and many states could not report this information.

For details about how these figures were calculated, see the Methodology section and the Roadmap to the State Profile Pages.

TABLE 5: 2017-2018 STATE PRESCHOOL QUALITY STANDARDS

STATE/ PROGRAM	Early learning & development standards	Curriculum supports	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	Staff professional development	Class size 20 or lower	Staff-child ratio 1:10 or better	Vision, hearing, & health screening & referral	Continuous quality improvement system	New Quality Standards Checklist Sum 2017-2018
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓	✓			✓						3
Arizona	✓	✓								✓	3
Arkansas	✓	✓		✓	✓		✓	✓	✓	✓	8
California CSPP	✓	✓		✓				✓	✓	✓	6
California TK		✓	✓								2
Colorado	✓	✓		✓			✓	✓			5
Connecticut CDCC	✓	✓		✓			✓	✓			5
Connecticut SR	✓	✓		✓			✓	✓			5
Connecticut Smart Start	✓	✓	✓	✓			✓	✓			6
Delaware	✓	✓		✓			✓	✓	✓	✓	7
District of Columbia		✓							✓	✓	3
Florida	✓						✓				2
Georgia	✓	✓	✓	✓	✓	✓			✓	✓	8
Hawaii	✓	✓	✓				✓	✓	✓	✓	7
Illinois	✓	✓	✓	✓			✓	✓	✓	✓	8
Iowa Shared Visions	✓	✓		✓			✓	✓	✓		6
Iowa SWVPP	✓	✓	✓	✓			✓	✓	✓	✓	8
Kansas Preschool Pilot	✓	✓	✓					✓			4
Kansas State Pre-K	✓	✓	✓					✓			4
Kentucky	✓	✓	✓	✓			✓	✓	✓		7
Louisiana 8(g)	✓	✓	✓	✓			✓	✓		✓	7
Louisiana LA 4	✓	✓	✓	✓			✓	✓	✓	✓	8
Louisiana NSECD	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Maine	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Maryland	✓	✓	✓	✓				✓	✓	✓	7
Massachusetts UPK	✓	✓		✓			✓	✓	✓	✓	7
Massachusetts Chapter 70	✓	✓	✓	✓					✓	✓	6
Michigan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Minnesota HdSt	✓	✓		✓	✓	✓	✓	✓	✓		8
Minnesota VPK	✓	✓					✓	✓	✓		5
Mississippi	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Missouri	✓	✓	✓	✓			✓	✓	✓	✓	8
Montana		✓	✓	✓			✓	✓		✓	6
Nebraska	✓	✓	✓	✓	✓		✓	✓		✓	8
Nevada	✓	✓	✓	✓			✓	✓			6
New Jersey Abbott	✓	✓	✓	✓			✓	✓	✓	✓	8
New Jersey ECPA	✓	✓	✓	✓			✓	✓	✓	✓	8
New Jersey ELLI	✓	✓	✓	✓			✓	✓	✓	✓	8
New Mexico	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
New York	✓	✓	✓	✓			✓	✓	✓		7
North Carolina	✓	✓	✓	✓			✓	✓	✓	✓	8
North Dakota	✓		✓								2
Ohio	✓	✓		✓					✓	✓	5
Oklahoma	✓	✓	✓	✓		✓	✓	✓	✓	✓	9
Oregon HdSt	✓	✓		✓	✓	✓	✓	✓	✓		8
Oregon Preschool Promise	✓	✓		✓			✓	✓			5
Pennsylvania RTL	✓			✓			✓	✓			4
Pennsylvania HSSAP	✓			✓	✓		✓	✓	✓		6
Pennsylvania K4 & SBPK	✓		✓						✓		3
Pennsylvania PKC	✓	✓	✓	✓			✓	✓	✓	✓	8
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina	✓	✓		✓		✓	✓	✓		✓	7
Tennessee	✓	✓	✓	✓			✓	✓	✓		7
Texas	✓		✓	✓					✓		4
Vermont	✓	✓		✓			✓	✓	✓	✓	7
Virginia	✓	✓		✓			✓	✓	✓		6
Washington	✓	✓		✓	✓		✓	✓	✓	✓	8
West Virginia	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Wisconsin 4K		✓	✓	✓							3
Wisconsin HdSt	✓	✓		✓	✓		✓	✓	✓		7
TOTAL	57	55	36	50	17	9	46	49	42	35	
Guam	✓	✓		✓			✓	✓		✓	6

TABLE 6: PRE-K RESOURCES PER CHILD ENROLLED BY STATE

STATE	Resource rank based on state spending	State \$ per child enrolled in preschool	Change in state per child spending from 2016-2017 to 2017-2018 Adjusted dollars	Total state preschool spending in 2017-2018	Change in total state spending from 2016-2017 to 2017-2018 Adjusted dollars	State reported non-state funds	All reported \$ per child enrolled in preschool
District of Columbia	1	\$17,545	-\$35	\$236,712,885	\$6,821,142	Yes	\$18,580
New Jersey	2	\$13,018	\$356	\$659,789,000	-\$15,986,421	Yes	\$13,275
Alaska	3	\$10,159	\$4,380	\$3,200,000	\$1,131,301	No	\$10,159
Oregon	4	\$9,658	-\$203	\$91,524,958	-\$1,717,995	No	\$9,658
Washington	5	\$8,854	\$332	\$110,594,841	\$10,960,166	No	\$8,854
Montana	6	\$8,411	\$8,411	\$2,573,914	\$2,573,914	Yes	\$8,496
Pennsylvania	7	\$7,865	\$361	\$240,085,217	\$23,741,761	No	\$7,865
California	8	\$7,655	\$1,113	\$1,854,832,577	\$313,106,275	Yes	\$7,835
Connecticut	9	\$7,612	-\$473	\$111,027,561	-\$8,455,029	Yes	\$9,727
Delaware	10	\$7,277	-\$377	\$6,149,300	-\$211,224	No	\$7,277
Hawaii	11	\$6,964	\$87	\$2,597,734	\$11,861	No	\$6,964
Vermont*	12	\$6,622	\$274	\$58,370,955	\$1,601,891	Yes	\$7,941
New York	13	\$6,553	-\$111	\$796,699,144	-\$22,195,309	Yes	\$6,801
Michigan	14	\$6,534	-\$40	\$243,900,000	-\$8,377,783	No	\$6,534
West Virginia	15	\$6,508	-\$240	\$98,278,800	-\$3,095,056	Yes	\$9,640
Minnesota	16	\$6,293	-\$219	\$48,282,734	\$18,304,678	Yes	\$7,333
New Mexico	17	\$5,845	\$632	\$53,302,160	-\$804,649	No	\$5,845
Rhode Island	18	\$5,778	\$494	\$6,240,000	\$913,563	Yes	\$11,239
Arkansas	19	\$5,529	-\$131	\$114,000,000	-\$812,767	Yes	\$9,070
North Carolina	20	\$5,428	-\$62	\$154,072,222	\$5,726,682	Yes	\$8,505
Alabama	21	\$4,826	\$74	\$77,462,050	\$10,785,777	Yes	\$7,491
Tennessee	22	\$4,635	-\$149	\$85,062,422	-\$4,098,484	Yes	\$6,022
Louisiana	23	\$4,625	-\$242	\$87,468,776	-\$5,276,434	Yes	\$4,717
Illinois	24	\$4,606	\$235	\$346,097,978	\$31,330,320	Yes	\$5,219
Missouri	25	\$4,555	\$762	\$10,832,676	\$795,572	No	\$4,555
Kentucky	26	\$4,514	-\$363	\$96,011,951	\$1,226,477	Yes	\$8,412
Georgia	27	\$4,411	-\$52	\$355,281,106	-\$5,665,217	No	\$4,411
Arizona	28	\$4,054	\$341	\$21,307,301	\$1,682,864	No	\$4,054
Nevada	29	\$4,025	\$1,349	\$8,738,875	\$3,733,788	Yes	\$7,668
Ohio	30	\$4,001	-\$136	\$71,672,000	\$5,713,617	No	\$4,001
Maryland	31	\$3,963	\$386	\$124,726,542	\$12,481,963	Yes	\$8,166
Wisconsin**	32	\$3,920	\$22	\$191,269,229	-\$11,322,655	Yes	\$6,077
Virginia	33	\$3,848	-\$129	\$69,097,643	-\$2,579,233	Yes	\$6,089
Oklahoma	34	\$3,644	-\$158	\$145,038,018	-\$4,395,047	Yes	\$8,024
Texas	35	\$3,559	-\$419	\$823,908,971	-\$67,736,584	Yes	\$3,612
Iowa***	36	\$3,354	-\$96	\$86,997,650	\$327,735	Yes	\$3,505
South Carolina*	37	\$2,819	-\$253	\$77,572,655	\$3,603,184	Yes	\$3,071
Maine	38	\$2,750	-\$820	\$15,533,631	-\$3,887,010	Yes	\$6,546
Colorado	39	\$2,535	-\$332	\$54,374,180	-\$7,633,514	Yes	\$4,240
Massachusetts	40	\$2,195	-\$1,208	\$82,931,298	\$39,867,097	Yes	\$2,929
Florida	41	\$2,177	-\$184	\$379,969,502	-\$31,389,754	No	\$2,177
Mississippi	42	\$2,161	-\$997	\$3,976,431	-\$160,966	Yes	\$5,774
Nebraska	43	\$1,779	-\$235	\$24,796,908	-\$1,118,482	Yes	\$6,899
Kansas	44	\$1,332	-\$938	\$18,682,109	\$494,628	No	\$1,332
North Dakota	45	\$777	\$777	\$750,000	\$750,000	No	\$777
Idaho	No Program	\$0	\$0	\$0	\$0	NA	\$0
Indiana	No Program	\$0	-\$5,818	\$0	-\$10,425,638	NA	\$0
New Hampshire	No Program	\$0	\$0	\$0	\$0	NA	\$0
South Dakota	No Program	\$0	\$0	\$0	\$0	NA	\$0
Utah	No Program	\$0	\$0	\$0	\$0	NA	\$0
Wyoming	No Program	\$0	\$0	\$0	\$0	NA	\$0
50 states + DC		\$5,172	-\$12	\$8,151,793,904	\$280,341,001		\$5,940
Guam		\$5,112	-\$99	\$362,973	-\$7,014	No	\$5,112

For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages.

*Vermont could not break out the state, local, and federal spending (other PDG) from the total amount reported. Therefore, the portions of total spending attributable to state, local, and federal sources were estimated based on K-12 spending.

** Wisconsin 4K could not break out the state and local spending from the total amount reported. Therefore, the portions of total spending attributable to state and local sources were estimated based on information from 2016-2017..

***1,510 5-year-olds and children with instructional IEPs were served in Iowa's SWVPP program but were funded by sources not reported by the state. Similar to prior years, these children were removed from the per-child spending calculations.

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Special Report: Supporting Teachers in State-Funded Preschool



The 2017-2018 State of Preschool survey included supplemental questions intended to paint a clearer picture of state policies to support lead teachers in state-funded preschool. This is the second time a state preschool workforce supplement has been collected; the first was in the 2014-2015 survey. The new survey includes questions from the prior survey with modifications and additions to further clarify preschool program policies that specifically relate to state-funded preschool teachers in public schools and private provider settings.

The supplemental survey addressed three primary topics. The first is teacher qualifications, salary, and salary parity within state preschool and between preschool and public primary schools. States were asked to report the average salary for state-funded preschool teachers in public school and private settings, as well as if the preschool workforce is covered by a collective bargaining agreement. The second extended this review to fringe benefits including retirement, health care, and paid time off. The third topic is professional development supports including loan forgiveness and scholarships, mentoring, job-embedded professional development, paid planning time, and bonuses. While the tables in this section reflect policies at the program level, the analysis that follows focuses only on the largest program in states that fund more than one preschool program.

MANY STATES LACK PRESCHOOL TEACHER COMPENSATION POLICIES

As can be seen in Workforce Tables 1 and 2, most states do not have policies supporting compensation parity (including salary and benefits) for the state-funded preschool workforce. Those that do rarely include state-funded preschool teachers in private settings. Most states are silent on whether preschool teachers should be included in collective bargaining agreements, regardless of setting. Where collective bargaining policies are present, they apply only to preschool teachers in public schools.

Most state preschool programs allow preschool teachers to be paid less than early elementary school teachers (K–3), even when preschool teachers must have the same qualifications. Although 25 states require all preschool teachers to hold a bachelor's degree and certification, only Hawaii, New Jersey, Oklahoma, and Rhode Island also require equal starting salaries and salary schedules between all preschool and K–3 teachers. Alabama requires all preschool teachers to hold a bachelor's degree and has policies to ensure equal starting salaries and salary schedules with K–3 teachers, but does not require certification. Ten states require state-funded preschool teachers in both public and nonpublic settings to have a bachelor's degree but have starting salary and salary schedule parity policies only for preschool teachers in public schools. Twelve other states require a bachelor's degree but report no preschool teacher salary parity policies.

The lack of state policies for preschool teacher salary parity is clearly linked to disparities between public school and private sector teachers in state-funded preschool, as well as large gaps between preschool and K–3 teachers. As seen in Workforce Table 3, 28 states reported average preschool teacher salaries. In states requiring the same degree requirements for all teachers, almost 70% (of those with data) reported wage disparities where preschool public school teachers earned up to \$21,136 more than private preschool teachers in the same program. Disparities are even larger when comparing state-funded preschool teachers where a bachelor's degree is required to public school K–3 teachers. Preschool pay gaps of \$20,000 to \$30,000 per year are common.

Though infrequently recognized in state preschool policies, retirement, health care, and paid time off are important aspects of teachers' overall compensation. Workforce Table 2 shows that 21 states report having no policies to ensure comparable benefits with K–3 teachers. Of those states with policies in place, only Minnesota and Tennessee include state-funded preschool teachers in private settings for all reported benefits.

FEW STATES REQUIRE EQUAL SALARY FOR PRE-K AND K–3 TEACHERS WITH SIMILAR QUALIFICATIONS



states require at least a BA



states require BA
+ certification



states require BA
+ certification
+ salary parity

WORKFORCE TABLE 1: STATE POLICIES FOR PRESCHOOL TEACHER SALARY PARITY

STATE	Bachelor's Degree Required		Starting Salary Equal to K-3		Salary Schedule Equal to K-3	
	Public school	Private	Public school	Private	Public school	Private
Alabama	Yes	Yes	✓	✓	✓	✓
Alaska	Yes	No	✓		✓	
Arizona	No	No				
Arkansas	Yes	No				
California CSPP	No	No				
California TK*	Yes	NA	✓		✓	
Colorado	No	No				
Connecticut CDCC**	NA	No				
Connecticut SR	No	No				
Connecticut Smart Start*	Yes	NA				
Delaware	Yes	No				
District of Columbia ¹	No	Yes		✓		✓
Florida	No	No				
Georgia	Yes	Yes	✓	✓		
Hawaii*	Yes	NA	✓		✓	
Illinois	Yes	Yes				
Iowa Shared Visions	Yes	No	✓		✓	
Iowa SWVPP	Yes	Yes	✓		✓	
Kansas Preschool Pilot	Yes	Yes				
Kansas State Pre-K	Yes	Yes				
Kentucky	Yes	Yes	✓		✓	
Louisiana 8(g)*	Yes	NA				
Louisiana LA 4*	Yes	NA				
Louisiana NSECD**	NA	Yes				
Maine	Yes	Yes	✓		✓	
Maryland	Yes	Yes				
Massachusetts UPK	Yes	No				
Massachusetts Ch 70*	Yes	NA				
Michigan	Yes	Yes				
Minnesota HdSt	No	No				
Minnesota VPK	No	No	✓	✓	✓	✓
Mississippi	Yes	Yes				
Missouri	Yes	Yes	✓	✓	✓	
Montana	Yes	Yes	✓		✓	
Nebraska	Yes	Yes				
Nevada	Yes	Yes	✓	✓	✓	
New Jersey Abbott	Yes	Yes	✓	✓	✓	✓
New Jersey ECPA	Yes	Yes	✓	✓	✓	✓
New Jersey ELLI	Yes	Yes	✓	✓	✓	✓
New Mexico	Yes	No	✓		✓	
New York	Yes	Yes				
North Carolina	Yes	Yes	✓		✓	
North Dakota	Yes	Yes				
Ohio	No	No				
Oklahoma*	Yes	NA	✓		✓	
Oregon HdSt	No	No				
Oregon Preschool Promise	No	No	✓	✓	✓	✓
Pennsylvania RTL	Yes	No				
Pennsylvania HSSAP	No	No				
Pennsylvania K4 & SBPK	Yes	Yes				
Pennsylvania PKC	Yes	Yes				
Rhode Island	Yes	Yes	✓	✓	✓	✓
South Carolina	Yes	No	✓		✓	
Tennessee	Yes	Yes	✓		✓	
Texas	Yes	Yes	✓		✓	
Vermont	Yes	No	✓		✓	
Virginia	Yes	No	✓		✓	
Washington	No	No				
West Virginia	Yes	Yes	✓		✓	
Wisconsin 4K	Yes	Yes				
Wisconsin HdSt**	NA	No				
TOTAL	47	31	27	11	26	8
Guam*	No	NA			✓	

* All teachers are public school employees.

** All teachers are employed by agencies other than public schools.

¹ Public represents DCPS and PCS.

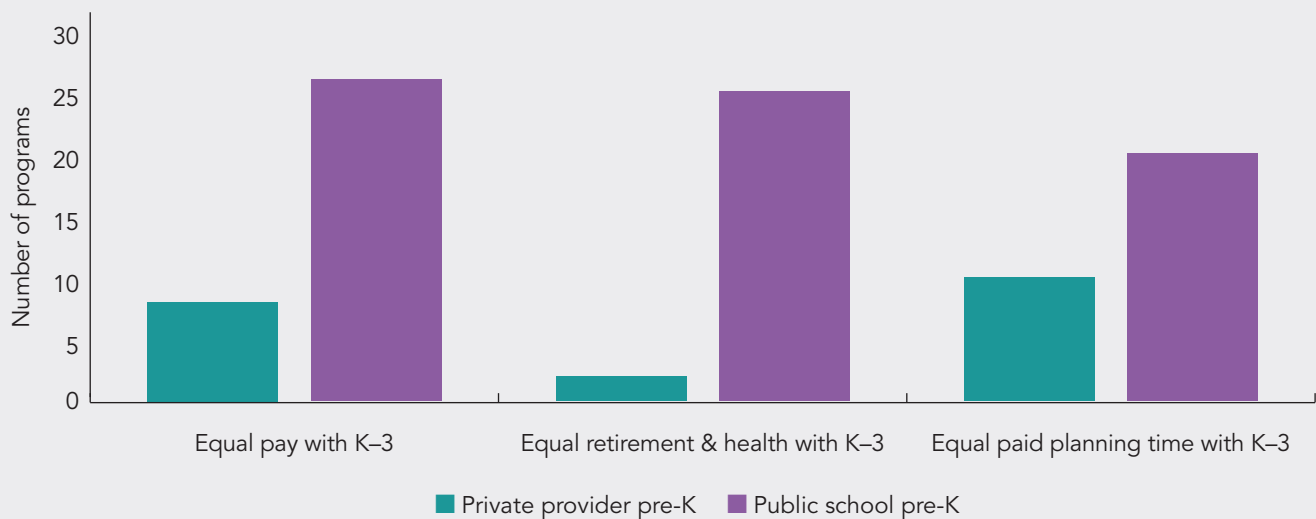
WORKFORCE TABLE 2: STATE POLICIES FOR PRESCHOOL TEACHER BENEFIT PARITY

STATE	Retirement benefits equal to K–3		Health care equal to K–3		Paid time off equal to K–3	
	Public school	Private	Public school	Private	Public school	Private
Alabama	✓		✓		✓	
Alaska	✓		✓		✓	
California TK*	✓		✓		✓	
District of Columbia ¹						✓
Georgia	✓		✓		✓	
Hawaii*	✓		✓		✓	
Iowa Shared Visions	✓		✓		✓	
Iowa SWVPP	✓		✓		✓	
Kentucky	✓		✓		✓	
Maine	✓		✓		✓	
Minnesota VPK	✓	✓	✓	✓	✓	✓
Missouri					✓	
Montana	✓		✓		✓	
Nevada	✓		✓		✓	
New Jersey Abbott	✓		✓		✓	✓
New Jersey ECPA	✓		✓		✓	✓
New Jersey ELLI	✓		✓		✓	✓
New Mexico	✓		✓		✓	
North Carolina	✓		✓		✓	
Oklahoma*	✓		✓		✓	
Rhode Island	✓		✓		✓	✓
South Carolina	✓		✓		✓	
Tennessee	✓	✓	✓	✓	✓	✓
Texas	✓		✓		✓	
Vermont	✓		✓		✓	
Virginia	✓		✓		✓	
West Virginia	✓		✓		✓	
Wisconsin 4K	✓					
TOTAL	26	2	25	2	26	7
Guam*	✓		✓		✓	

*All teachers are public school employees.

¹Public represents DCPS and PCS.

TWO WORLDS OF STATE PRE-K





TEACHER “SUPPORTS” RARELY SUPPORT PROFESSIONAL DEVELOPMENT

All but one state (Wisconsin 4K) has specific in-service professional development requirements for preschool teachers, and in states with mixed-delivery systems, nearly all have equivalent requirements for teachers in public school and private settings (see Workforce Table 4). Requirements differ across auspice in New Mexico but meet NIEER’s threshold of 15 hours per year in both settings. In D.C., private charter schools can set their own professional development policies, but the requirements for other public schools and nonpublic settings also meet NIEER’s threshold. However, many fewer states have policies requiring equivalent paid professional development time between preschool teachers and K–3 teachers, a gulf that only becomes larger when comparing state-funded preschool teachers in public schools with those in private providers.

Only 18 states have policies requiring K–3 equivalent paid professional development time for public school preschool teachers and nine have policies for preschool teachers in private settings. Similarly, 16 states have policies requiring K–3 equivalent paid time for public preschool teachers for planning, meetings, and reporting, which slides down to 7 states for private provider teachers. A slightly better picture emerges when looking at on-going classroom embedded support for preschool teachers, where 25 states report providing supports for some or all teachers in public schools and 22 for all or some teachers in private settings.

Workforce Table 5 reports on additional state policies to support teachers—scholarships and loan forgiveness, mentoring, coaching, and bonuses. Coaching was by far the most common support (similar to classroom embedded supports more generally), followed by scholarships. A small number of states offered loan forgiveness, primarily to teachers in public schools. Bonuses were offered by just 7 states, one of two benefits that were more likely to be offered to teachers in private providers than public school.

WORKFORCE TABLE 3: PRESCHOOL TEACHER DEGREE REQUIREMENTS AND SALARY GAPS

STATE	Public and private pre-K teacher salary gap	Same degree requirement for public & private	Pre-K and public elementary school teacher salary gap		2017-2018 Lead pre-K teacher average annual salary		Public elementary school teacher average salary
			Public pre-K teachers	Private pre-K teachers	Public schools	Private schools	
Alabama	\$5,871	Yes	-\$4,382	-\$10,253	\$45,857	\$39,986	\$50,239
Arkansas	\$12,914	No	-\$8,824	-\$21,738	\$40,193	\$27,279	\$49,017
California CSPP	\$1,545	Yes	-\$51,126	-\$52,671	\$30,000	\$28,455	\$81,126
California TK	NA		-\$18,126		\$63,000	NA	\$81,126
Colorado		Yes	-\$21,889		\$30,500		\$52,389
Connecticut CDCC	NA			-\$36,475	NA	\$36,638	\$73,113
Connecticut SR	\$21,136	Yes	-\$15,339	-\$36,475	\$57,774	\$36,638	\$73,113
Connecticut Smart Start	NA		-\$15,339		\$57,774	NA	\$73,113
District of Columbia			\$26,415		\$86,898 ¹		\$60,483
Florida	\$0	Yes	-\$23,385	-\$23,385	\$24,336 ²	\$24,336 ²	\$47,721
Georgia	\$0	Yes	-\$17,868	-\$17,868	\$38,461	\$38,461	\$56,329
Hawaii	NA		-\$4,866		\$53,000	NA	\$57,866
Iowa Shared Visions	\$18,151	No	-\$4,182	-\$22,333	\$52,608 ³	\$34,457 ³	\$56,790
Iowa SWVPP	\$9,004	Yes	-\$5,520	-\$14,524	\$51,270	\$42,266	\$56,790
Kentucky		Yes	\$498		\$53,450		\$52,952
Louisiana 8(g)	NA		-\$5,256		\$45,000	NA	\$50,256
Maine		Yes	-\$483		\$51,180		\$51,663
Maryland		Yes	-\$24,614		\$45,147		\$69,761
Michigan	\$9,884	Yes	-\$20,621	-\$30,505	\$42,081	\$32,197	\$62,702
Minnesota HdSt		Yes		-\$23,237		\$34,545	\$57,782
Mississippi	\$18,741	Yes	-\$4,107	-\$22,848	\$39,000	\$20,259	\$43,107
Montana	\$0	Yes	-\$28,776	-\$28,776	\$21.51 per hour ⁴	\$21.51 per hour ⁴	\$52,776
Nevada	\$0	Yes	-\$7,812	-\$7,812	\$50,000	\$50,000	\$57,812
New Mexico			-\$2,745		\$45,094		\$47,839
North Carolina	\$10,490	Yes	-\$15,861	-\$26,351	\$35,000	\$24,510	\$50,861
Oklahoma	NA		-\$757		\$44,921	NA	\$45,678
Oregon HdSt		Yes		-\$33,430		\$29,713	\$63,143
Oregon Preschool Promise	\$0	Yes	-\$15,143	-\$15,143	\$48,000	\$48,000	\$63,143
Rhode Island	\$12,000	Yes	\$1,242	-\$10,758	\$68,000	\$56,000	\$66,758
South Carolina			-\$1,585		\$49,442		\$51,027
Texas		Yes	-\$1,142		\$52,025		\$53,167
Vermont	\$18,000	No	-\$11,527	-\$29,527	\$47,000 ⁵	\$29,000 ⁵	\$58,527
Virginia			\$5,596		\$56,861		\$51,265
Washington	\$8,036	Yes	-\$16,008	-\$24,044	\$39,167	\$31,131	\$55,175
West Virginia		Yes	-\$3,479		\$42,163		\$45,642
Guam*	NA				\$36,000	NA	Not Available

¹ Represents DCPS public school salary average only.

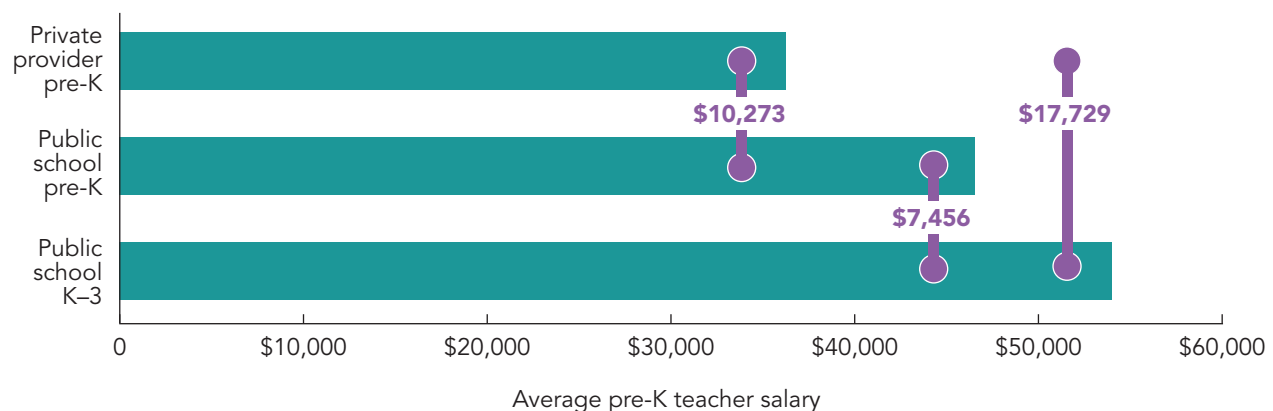
² Salary cannot be separated for public vs. private, so average of both is reported.

³ Reflects full-time equivalents only.

⁴ Calculated using reported hourly rate (\$21.51) and hours per week (28), and an estimated 40 weeks.

⁵ Reflects average within range reported.

PRE-K TEACHER SALARY GAPS WITH K-3



WORKFORCE TABLE 4: STATE POLICIES FOR PRESCHOOL TEACHER PD, COACHING, & PAID TIME

STATE	Same in-service PD requirements for public & private pre-K teachers	On-going classroom embedded support		Planning, meetings, reporting		Paid time equivalent to K–3 Professional development days	
		Public	Private	Public	Private	Public	Private
Alabama	Yes	Yes, all	Yes, all	Yes	Yes	Yes	Yes
Alaska	Yes	Yes, some	Yes, some	Yes		Yes	
Arizona	Yes						
Arkansas	Yes						
California CSPP	Yes						
California TK*	NA			Yes		Yes	
Colorado	Yes						
Connecticut CDCC**	NA						
Connecticut SR	Yes						
Connecticut Smart Start*	NA						
Delaware	Yes	Yes, some	Yes, some	Yes		Yes	
District of Columbia ¹	No	Yes, some	Yes, all				Yes
Florida	Yes						
Georgia	Yes	Yes, all	Yes, all	Yes	Yes	Yes	Yes
Hawaii*	NA	Yes, all		Yes		Yes	
Illinois	Yes	Yes, all	Yes, all				
Iowa Shared Visions	No	Yes, all				Yes	
Iowa SWVPP	Yes	Yes, all				Yes	
Kansas Preschool Pilot	Yes						
Kansas State Pre-K	Yes						
Kentucky	Yes	Yes, some		Yes		Yes	
Louisiana 8(g)*	NA						
Louisiana LA 4*	NA						
Louisiana NSECD**	NA						
Maine	Yes			Yes		Yes	
Maryland	Yes						
Massachusetts UPK	No	Yes, some	Yes, some				
Massachusetts Ch 70*	NA						
Michigan	Yes	Yes, all	Yes, all				
Minnesota HdSt	Yes	Yes, all	Yes, all				
Minnesota VPK	Yes	Yes, all	Yes, all				
Mississippi	Yes						
Missouri	Yes	Yes, all	Yes, all				
Montana	Yes	Yes, all	Yes, all				
Nebraska	Yes	Yes, some	Yes, some				
Nevada	Yes			Yes	Yes	Yes	Yes
New Jersey Abbott	Yes	Yes, all	Yes, all	Yes	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes, all	Yes, all	Yes	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes, all	Yes, all	Yes	Yes	Yes	Yes
New Mexico	No	Yes, all	Yes, all	Yes	Yes	Yes	Yes
New York	Yes						
North Carolina	Yes	Yes, all	Yes, all				
North Dakota	Yes					Yes	
Ohio	Yes						
Oklahoma*	NA			Yes		Yes	
Oregon HdSt	Yes	Yes, all	Yes, all				
Oregon Preschool Promise	Yes			Yes	Yes	Yes	Yes
Pennsylvania RTL	Yes	Yes, some					
Pennsylvania HSSAP	Yes						
Pennsylvania K4 & SBPK	No	Yes, some	Yes, some				
Pennsylvania PKC	Yes	Yes, some	Yes, some				
Rhode Island	Yes	Yes, all	Yes, all	Yes	Yes	Yes	Yes
South Carolina	Yes	Yes, all	Yes, all	Yes	Yes	Yes	Yes
Tennessee	Yes	Yes, some	Yes, some				
Texas	Yes	Yes, some					
Vermont	Yes	Yes, some	Yes, some	Yes		Yes	
Virginia	Yes			Yes		Yes	
Washington	Yes	Yes, all	Yes, all				
West Virginia	Yes			Yes		Yes	Yes
Wisconsin 4K	None		Yes, some				
Wisconsin HdSt**	NA						
Guam*	NA	Yes, all		Yes		Yes	

* All teachers are public school employees.

** All teachers are employed by agencies other than public schools.

¹ Public represents DCPS and PCS.

WORKFORCE TABLE 5: TEACHER DEVELOPMENT SUPPORT POLICIES

STATE	Scholarships		Loan forgiveness		Mentoring		Coaching		Bonuses	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Alabama	✓	✓			✓	✓	✓	✓		
Alaska										
Arizona	✓	✓							✓	✓
Arkansas							✓	✓		
California CSPP					✓	✓	✓	✓		
California TK*			✓		✓		✓			
Colorado										
Connecticut CDCC**		✓						✓		
Connecticut SR	✓	✓					✓	✓		
Connecticut Smart Start*	✓						✓			
Delaware	✓	✓			✓		✓	✓		
District of Columbia ¹		✓						✓		
Florida	✓	✓					✓	✓		
Georgia	✓	✓			✓	✓	✓	✓	✓	✓
Hawaii*					✓		✓			
Illinois	✓	✓								
Iowa Shared Visions	✓	✓			✓					
Iowa SWVPP	✓	✓			✓					
Kansas Preschool Pilot										
Kansas State Pre-K										
Kentucky	✓	✓	✓	✓	✓	✓	✓			
Louisiana 8(g)*	✓				✓		✓			
Louisiana LA 4*	✓									
Louisiana NSECD**		✓				✓		✓		
Maine			✓				✓	✓		
Maryland		✓					✓	✓		✓
Massachusetts UPK		✓						✓		
Massachusetts Ch 70*										
Michigan	✓	✓			✓	✓	✓	✓		
Minnesota HdSt	✓	✓								
Minnesota VPK	✓	✓			✓	✓				
Mississippi										
Missouri							✓	✓		
Montana	✓	✓			✓	✓	✓	✓		
Nebraska	✓	✓					✓	✓		
Nevada	✓	✓					✓	✓		
New Jersey Abbott					✓	✓	✓	✓		
New Jersey ECPA					✓	✓	✓	✓		
New Jersey ELLI					✓	✓	✓	✓		
New Mexico	✓	✓	✓		✓	✓	✓	✓	✓	✓
New York										
North Carolina	✓	✓			✓	✓	✓	✓		
North Dakota	✓	✓	✓		✓		✓	✓		✓
Ohio										
Oklahoma*			✓							
Oregon HdSt										
Oregon Preschool Promise	✓	✓			✓	✓	✓	✓		
Pennsylvania RTL										
Pennsylvania HSSAP							✓	✓		
Pennsylvania K4 & SBPK										
Pennsylvania PKC		✓	✓				✓	✓		✓
Rhode Island					✓	✓	✓	✓		
South Carolina	✓		✓	✓	✓	✓	✓	✓		
Tennessee			✓	✓			✓	✓		
Texas										
Vermont	✓	✓			✓	✓	✓	✓		✓
Virginia					✓					
Washington	✓	✓			✓	✓	✓	✓		
West Virginia										
Wisconsin 4K										
Wisconsin HdSt**										
TOTAL	26	28	9	3	25	18	33	32	3	7
Guam*					✓		✓			

* All teachers are public school employees.

** All teachers are employed by agencies other than public schools.

¹ Public represents DCPS and PCS.

WHAT QUALIFIES AS A STATE PRESCHOOL PROGRAM?

NIEER's *State Preschool Yearbook* series focuses on state-funded preschool education programs meeting the following criteria:

- The program is funded, controlled, and directed by the state.
- The program serves children of preschool age, usually 3 and/or 4 years old. Although programs in some states serve broader age ranges, programs that serve only infants and toddlers are excluded. The program must reach at least one percent of the 3- or 4-year-old population in the state to be included.
- Early childhood education is the primary focus of the program. This does not exclude programs that offer parent education but does exclude programs that mainly focus on parent education. Programs that focus on parent work status or programs where child eligibility is tied to work status are also excluded.
- The program offers a group learning experience to children at least two days per week.
- State-funded preschool education programs must be distinct from the state's system for subsidized child care. However, preschool programs may be *coordinated* and *integrated* with the subsidy system for child care.
- The program is *not* primarily designed to serve children with disabilities, but services may be offered to children with disabilities.
- State supplements to the federal Head Start program are considered to constitute de facto state preschool programs if they substantially expand the number of children served, and if the state assumes some administrative responsibility for the program. State supplements to fund quality improvements, extended days, or other program enhancements, or to fund expanded enrollment only minimally, are not considered equivalent to a state preschool program.

While ideally this report would identify all preschool education funding streams at the federal, state, and local levels, there are a number of limitations of the data that make this extremely difficult to do. For example, preschool is only one of several types of education programs toward which local districts can target their Title I funds. Many states do not track how Title I funds are used at the local level, and therefore do not know the extent to which they are spent on preschool education. Another challenge involves tracking total state spending for child care, using a variety of available sources, such as CCDF dollars, TANF funds, and any state funding above and beyond the required matches for federal funds. Although some of these child care funds may be used for high quality, educational, center-based programs for 3- and 4-year-olds that closely resemble programs supported by state-funded preschool education initiatives, it is nearly impossible to determine what proportion of child care funds are spent this way.

AGE GROUPINGS USED IN THIS REPORT

Children considered to be 3 years old during the 2017-2018 school year are those who will be eligible to enter kindergarten two years later, during the 2019-2020 school year. Children considered to be 4 years old during the 2017-2018 school year were eligible to enter kindergarten one year later, during the 2018-2019 school year. Children considered to be 5 years old during the 2017-2018 school year were already eligible for kindergarten at the beginning of the 2017-2018 school year.

Roadmap to the State Profile Pages



How to interpret data on the individual state profiles

For each state with a preschool education program, we include one page with a description of the state's program, followed by a page with data on the program's key features, focusing on access, quality, and resources.

The first page for each state begins with two sets of bar graphs. The first set shows percentages of the state's 3-year-olds and 4-year-olds enrolled in the state preschool program. The second set shows the state's spending per child enrolled in the state preschool program. Both sets of bar graphs depict changes in state preschool over time, from fiscal year 2002 (which corresponds to the 2001-2002 school year) through fiscal year 2018 (which corresponds to the 2017-2018 school year). Due to space constraints, not all years can be included. Instead, data is included for the years ending in 2002, 2005, 2008, 2011, 2014, 2017, and 2018. Most of the data used for comparison purposes come from NIEER's previous Yearbooks, although spending figures are adjusted for inflation and represent 2018 dollars. In addition, there are some exceptions in cases where states revised data or reported data differently. The percent of children enrolled is calculated using Census estimates of 3- and 4-year-old children in each state.

Following the bar graphs is a brief narrative providing information on the main features of the state's program(s). This includes an overview of preschool enrollment, spending and quality; any new developments; details such as the program's history, the types of settings in which state-funded preschool can be offered, and eligibility criteria. In many cases, the narrative also describes unique or particularly interesting aspects of the state's program(s) that may not be highlighted elsewhere in the report, as well as expected changes for the 2018-2019 school year. Some descriptive information in the narratives was originally based on information found in the reports *Seeds of Success* from the Children's Defense Fund and *Quality Counts 2002* from Education Week.

For the 44 states with preschool programs and the District of Columbia, the bottom of the first page of each state profile presents four numbers showing the state's ranking on the following measures:

- The percentage of the state's 4-year-old population enrolled in the state's preschool program (Access Rankings – 4-Year-Olds)
- The percentage of the state's 3-year-old population enrolled in the state's preschool program (Access Rankings – 3-Year-Olds)
- State expenditures per child enrolled in the program (Resources Rankings – State Spending)
- All reported expenditures per child enrolled in the program, including local and federal spending as well as state spending (Resources Rankings – All Reported Spending).

The All Reported Spending ranking often provides a more complete picture of preschool spending in states using local and federal funding sources than the State Spending ranking alone. Because states vary in their ability to report spending from these other sources, however, this ranking is imperfect and sometimes underestimates total spending.

The bottom of the first page of each state profile (including Guam) also presents a box indicating the total number of quality standards benchmarks met.

California, Connecticut, Iowa, Kansas, Louisiana, Massachusetts, Minnesota, New Jersey, Oregon, Pennsylvania, and Wisconsin each have more than one distinct preschool education initiative. Therefore, information is presented slightly differently for these states and is explained on their individual profiles.

State profile pages are also given for the five states that did not fund preschool education programs in the 2017-2018 school year. For these states, the table of quality standards is omitted. These profiles do report enrollment data for special education and federally funded Head Start, however. In addition, data on per-child spending for K-12 education and federal Head Start are included. State-funded Head Start spending and enrollment are also provided for no-program states. Profile pages are also included for five U.S. territories that do not offer "state-funded" preschool (American Samoa, Northern Mariana Islands, Palau, Puerto Rico, and the Virgin Islands). For these five territories, a narrative is provided, as is information about Head Start and special education.

The following sections provide an overview of information contained in the data tables on the state profile pages and explain why these elements are important. Data in the tables are for the 2017-2018 school year except where noted.

ACCESS

The Access data table begins with the total state preschool enrollment, which is the number of children of all ages enrolled at a specific point in time. Following that is the percentage of school districts (or other local education authorities, such as counties or parishes) providing state-funded preschool programs. This information shows the extent of the initiative’s geographic coverage. Next, the table shows what, if any, income requirement is used in determining eligibility for the program.

Data on the minimum hours of operation (hours per day and days per week) and operating schedule (academic or full calendar year) are shown as additional measures of access because working parents may find it difficult to get their children to and from programs that operate only a few hours a day or week. The amount of time children participate in a preschool program also matters for other reasons, such as influencing the program’s effects on children’s development and learning.

The Access data table also shows enrollment of 3- and 4-year-old children in two federally funded programs: preschool special education and Head Start. The Head Start enrollment total includes children in the American Indian/Alaskan Native and Migrant & Seasonal Head Start programs where applicable. The final item in the table reports how many children ages 3 and 4 years old are participating in Head Start through state supplemental funds.

Two Access pie charts illustrate the percentages of the state’s 3- and 4-year-olds enrolled in the state-funded preschool program(s), special education, and Head Start. The remaining children are categorized as enrolled in “Other/None.” These children may be enrolled in another type of private or publicly funded program (e.g., state-subsidized child care) or may not be attending a center-based program at all. We calculated an unduplicated count for special education enrollment in order to more accurately represent the percentage of children served in the state. The special education percentage in the pie chart represents children who are in special education but not enrolled in Head Start or state preschool programs. For the fourth time, in the 2018 report, we also calculated an unduplicated count for Head Start enrollment in order to avoid double counting Head Start children enrolled in state-funded preschool. For the states that were able to report this information, the Head Start percentage does not include children also enrolled in state-funded preschool.

QUALITY

State policies in critical areas related to quality are shown in the Quality Standards Checklist table. This year we replace the original 10 policies and benchmarks, dating back to 2002, with an updated set first presented in 2016. For each policy area, states receive a checkmark when their policy meets or exceeds the related benchmark standard. The first column in the Quality Standards Checklist table lists the policy that is being evaluated. The second column presents information about each state program’s requirements regarding each policy. The third column lists the benchmark for each policy—that is, the rigor of the state requirement needed to meet the benchmark. The fourth column depicts whether the state preschool program’s requirements met the benchmark. A box at the bottom of the fourth column displays the total number of benchmarks met by the state program.

The Quality Standards Checklist represents a set of minimum criteria, established by state policy, needed to ensure the effectiveness of preschool education programs, especially when serving children who are at-risk for school failure. Although the checklist is not intended to be an exhaustive inventory of all the features of a high-quality program, each of these research-based standards is essential for setting the groundwork for high-quality experiences for children. Meeting all 10 standards does not necessarily guarantee that a program is of high quality, but no state’s prekindergarten policies should be considered fully satisfactory unless all 10 benchmarks are met. Although programs may routinely engage in practices meeting criteria for quality standards, credit is given only when the practices are explicitly required in state policy.



Judgment inevitably plays a role in setting specific benchmarks based on evidence, as research rarely is completely definitive. We have given more weight to the risk of losing substantial benefits by setting benchmarks too low than to the risk of unnecessarily raising costs by setting benchmarks too high, because research has found the benefits of high-quality programs to be substantially greater than the costs. In other words, there is more to lose when programs are weak or ineffective. Nevertheless, the original benchmarks were still conceived as minimum standards. The current benchmarks raise the bar somewhat.

Based on advances in research over the decade and a half since establishing the original quality standards benchmarks, we have created the current set. These shift the focus somewhat from policies regarding classroom structure toward policies that shape classroom processes associated with positive child developmental outcomes.¹ Specifically, the current benchmarks introduce one new quality standards benchmark and make substantial changes or enhancements to three others. The rationale for each benchmark is fully explained in the Executive Summary. Below, we briefly describe the criteria used to assess whether state policies meet each benchmark.

Early learning and development standards (ELDS) offer programs guidance and ensure that they cover the full range of areas essential to children's learning and development. To meet the ELDS benchmark, states should have comprehensive ELDS covering all areas identified as fundamental by the National Education Goals Panel²—children's physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge. These standards should be specifically tailored to the learning of preschool-age children so that they are appropriate for their level of development. The ELDS should also be vertically aligned with the state's infant and toddler standards and either K–3 or college-and career-ready standards, as well as horizontally aligned with preschool child assessments (when assessments are required). The state should have supports in place for the ELDS such as professional development and resources. The ELDS should also be sensitive to children's diverse cultural and language backgrounds.

To meet the curriculum supports benchmark, state policies must provide guidance or have an approval process for curriculum selection and provide support for curriculum implementation, such as training or ongoing technical assistance. States do not need to mandate the use of specific curriculum models to meet the benchmark.

Of the 10 standards we use to gauge the quality of state-funded preschool programs, four involve teacher qualifications or training. State preschool policies are evaluated based on whether programs require teachers in all classrooms to have at least a bachelor's degree, whether they require teachers to have specialization in preschool education, and whether they require assistant teachers in all classrooms to have at least a Child Development Associate (CDA) or equivalent credential based on coursework. The fourth benchmark requires both teachers and assistant teachers to have at least 15 hours of annual in-service training and individualized, annual professional development plans. In addition, to meet the professional development benchmark, state policies must also require that all classrooms receive coaching, or ongoing classroom-embedded support.

Class size and staff-child ratios are also emphasized in the Quality Standards Checklist, with the expectation that states will limit class sizes to 20 children at the most and have no more than 10 children per classroom teaching staff member.

To meet the screening and referral benchmark, states must require vision and hearing screenings, and at least one additional health screening; as well as referrals when needed. This quality standards benchmark no longer assesses provision of support services. Nearly all state-funded pre-K programs have some requirement for parent engagement and support, and we could not set an evidence-based benchmark that differentiated among them based on effectiveness.

The original Quality Standards Checklist required that programs should provide at least one meal per day. While nutritious meals are important, this requirement has been removed from the Checklist because whether a program met the requirement was largely determined by whether the program operated for a half day or full school day.

The final benchmark focuses on state requirements regarding a continuous quality improvement system (CQIS). This reflects a shift in focus from compliance to state support for continuous improvement. Minimum requirements for a CQIS to meet the benchmark are: (1) the use of data to support planning and support for improvement of policy or practice at local and state levels, and (2) a requirement for annual systematic collection of classroom observation data for use in continuous improvement.

¹ Minervino, J. (2014) *Lessons from research and the classroom: Implementing high-quality pre-k that makes a difference for young children*. Seattle, WA: Bill and Melinda Gates Foundation. Weiland, C. (2016). Launching preschool 2.0: A roadmap to high-quality public programs at scale. *Behavioral Sciences & Policy*, 2(1). 37–46. Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M., Espinosa, L. M., Gormley, Jr., W. T., Ludwig, J., & et al. (2013). *Investing in our future: The evidence base on preschool education*. Ann Arbor, MI: Society for Research in Child Development.

² National Education Goals Panel (1991). *The Goal 1 Technical Planning Subgroup report on school readiness*. Washington, DC: Author.



RESOURCES

The table in the Resources section provides the following information: total state spending for the state preschool program; whether a local match, monetary or in-kind, is required; amount of state Head Start spending; state spending per child enrolled in the program; and all reported (local, state, and federal) spending per child enrolled in the program. These measures show various views of the resources dedicated to state preschool programs, which allows for a more complete picture of a state's commitment to preschool education. For example, a state's total spending may appear low, but may prove to be high relative to the number of children enrolled. On the other hand, a state with a high total funding level may have a low per-pupil spending level if it enrolls a large number of children. In some states, local communities contribute substantial additional funds to state preschool education by using local funding sources or by leveraging federal funding sources. In such cases, the figure that includes all reported spending is the best gauge of the level of available resources, to the extent that information about local and locally allocated federal spending is available. In 2017-2018, several states also utilized federal Preschool Development grant (PDG) dollars which is reflected in the all reported spending number.

The bar chart in the Resources section compares per-child spending in state-funded preschool programs to federal Head Start and K–12 per-child spending. Head Start per-child spending for the 2017-2018 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start, which made per-child amounts seem artificially higher (although this has been corrected for the past several years). Different colors indicate the different funding sources (local, state, and federal). Separate colors are used to indicate any TANF funds that a state directs toward its preschool initiative. While TANF funds are federal dollars, it is the state's decision to devote these funds to preschool education, as opposed to other purposes. Data on the amounts of local and federal preschool funds are included in the bar chart when available.

Guide to State Profiles

ACCESS

Total state pre-K enrollment	Number of children of all ages in state pre-K program
School districts that offer state program	Percentage of school districts in state where program is offered
Income requirement	Maximum family income for program eligibility
Minimum hours of operation	Minimum hours per day and days per week program operates
Operating schedule	Annual schedule of operation (school/academic year or full calendar year)
Special education enrollment, ages 3 and 4	Number of 3- and 4-year-olds served by the Preschool Grants Program of the Individuals with Disabilities Education Act
Federally funded Head Start enrollment, ages 3 and 4	Number of slots for 3- and 4-year-olds in Head Start funded with federal money
State-funded Head Start enrollment, ages 3 and 4	Number of slots for 3- and 4-year-olds in Head Start funded with state money

QUALITY STANDARDS CHECKLIST

POLICY

STATE PRE-K REQUIREMENT

Early learning & development standards	Comprehensive, aligned with state infant & toddler and K–3 or college & career ready standards, aligned with child assessments, supported, and culturally sensitive
Curriculum supports	Approval process for selecting curricula and supports in place for curriculum implementation
Teacher degree	Lead teacher must have a BA, at minimum
Teacher specialized training	Lead teacher must have specialized training in a pre-K area
Assistant teacher degree	Assistant teacher must have a CDA or equivalent, at minimum
Staff professional development	Teacher and assistant teacher must receive at least 15 hours/year of in-service professional development and training, individualized annual professional development plans, and coaching
Maximum class size	Maximum number of children per classroom must be 20 or fewer
Staff-child ratio	Lowest acceptable ratio of staff to children in classroom (e.g., maximum number of students per teacher) must be 1:10 or better
Screening & referral	Screenings and referrals for vision, hearing, and health must be required
Continuous quality improvement system	Systematic structured observations of classroom quality and information collected is used for classroom/program improvement at the state and local levels

RESOURCES

Total state pre-K spending	Total state funds spent on state pre-K program
Local match required?	Whether state requires local providers to match state monetary contributions to program
State Head Start spending	Total state funds spent to supplement Head Start program
State spending per child enrolled	Amount of state funds spent per child participating in pre-K program
All reported spending per child enrolled	Amount of all reported funds (local, state, and federal) spent per child participating in pre-K program

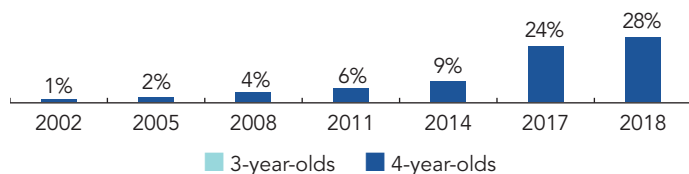
GLOSSARY OF ABBREVIATIONS

AA	Associate of Arts	FTE	Full-time Equivalent
ACF	Administration for Children and Families	FY	Fiscal Year
AEPS	Assessment, Evaluation, and Programming System for Infants and Children	GED	General Equivalency Diploma
ASQ-3/ ASQ-SE	Ages & Stages Questionnaires, Third Edition/Ages & Stages Questionnaires - Social Emotional	HdSt	Head Start
B–	Denotes that the age range covered by a teaching license begins at birth (e.g., B–3 = birth–grade 3)	HSD	High School Diploma
BA	Bachelor of Arts	IDEA	Individuals with Disabilities Education Act
BMI	Body Mass Index	IEP	Individualized Education Plan
BS	Bachelor of Science	IFSP	Individualized Family Service Plan
CACFP	Child and Adult Care Food Program	IOM	Institute of Medicine
CBO	Community-Based Organization	ITERS	Infant/Toddler Environment Rating Scale
CCDF	Child Care and Development Fund	K	Kindergarten
CD	Child Development	KEA	Kindergarten Entry Assessment
CDA	Child Development Associate credential	KIDS	Kindergarten Individual Development Survey
CLASS	Classroom Assessment Scoring System	LEA	Local Education Agency
COR	HighScope Child Observation Record	MA	Master of Arts
CQIS	Continuous Quality Improvement System	myIGDis	My Individual Growth and Development Indicators
DIAL	Developmental Indicators for the Assessment of Learning	N–	Denotes that the age range covered by a teaching license begins at nursery (e.g., N–3 = nursery–grade 3)
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	NA	Not Applicable
DLL	Dual Language Learner	NAEYC	National Association for the Education of Young Children
DOE	Department of Education	NCLB	No Child Left Behind
DRA	Developmental Reading Assessment	PALS	Phonological Awareness Literacy Screening
DRDP	Desired Results Developmental Profile	P–	Denotes that the age range covered by a teaching license begins at preschool (e.g., P–4 = preschool–grade 4)
DSC	Developing Skills Checklist	PEG	Preschool Expansion Grant
EC	Early Childhood	PD	Professional Development
ECE	Early Childhood Education	PDG	Preschool Development Grant
ECERS-3	Early Childhood Environment Rating Scale-Third Edition	PDG B–5	Preschool Development Grant Birth through Five
ECERS-R	Early Childhood Environment Rating Scale-Revised	PIR	Program Information Report (Head Start)
ECSE/ ECE Sp Ed	Early Childhood Special Education	PPVT	Peabody Picture Vocabulary Test
Ed.D	Doctor of Education Degree	Pre-K	Prekindergarten
Ed.S	Educational Specialist Degree	QRIS	Quality Rating and Improvement System
EE	Elementary Education	RTT	Race to the Top
ELDS	Early Learning and Development Standards	RTT-ELC	Race to the Top - Early Learning Challenge
ELL	English Language Learner	SEA	State Education Agency
ELLCO	Early Language and Literacy Classroom Observation	SMI	State Median Income
ELS	Early Learning Standards	SpEd	Special Education
EPSDT	Early Periodic Screening, Diagnosis, and Treatment	TANF	Temporary Assistance to Needy Families
ERS	Environmental Rating Scale	T.E.A.C.H.	Teacher Education and Compensation Helps (T.E.A.C.H. Early Childhood Project)
ESL	English as a Second Language	TS GOLD	Teaching Strategies GOLD
FCCERS	Family Child Care Environment Rating Scale	USDA	United States Department of Agriculture
FPL	Federal Poverty Level	WSS	Work Sampling System
FRPL	Free or reduced-price lunch		

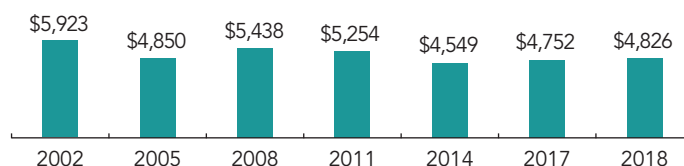
State Profiles

Alabama

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Alabama preschool enrolled 16,051 children in 2017-2018, an increase of 2,019 children from the prior year. State funding totaled \$77,462,050, up \$10,785,777 (16%), adjusted for inflation, since last year. State spending per child equaled \$4,826 in 2017-2018, up \$74 from 2016-2017, adjusted for inflation. Alabama met 10 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2017-2018 school year, Alabama worked to strengthen their Pre-K through 3rd grade Integrated Approach to Early Learning to expand the success seen from the First Class Pre-K: the Alabama Voluntary Pre-Kindergarten (FCVPK) program to the higher grades. The Alabama Department of Early Childhood Education was awarded a Preschool Development Grant Birth through Five award in 2018 for \$10.6 million to further develop and implement a unified system that includes a comprehensive and coordinated effort to provide from existing federal, state, local and non-governmental resources effective and efficient services to meet the needs of children and parents.

BACKGROUND

FCVPK is a grant program administered by the Office of School Readiness within the Alabama Department of Early Childhood Education (DECE) under the Governor's Office. The program funds full-day, full-year preschool education for all 4-year-olds in every county in a variety of settings, including public schools, private centers, Head Start programs, community organizations, faith-based centers, colleges and universities, and military agencies. Using a multi-pronged approach, the DECE Office of School Readiness has implemented evidence-based strategies and methods grounded in research literature to assure that all Alabama 4-year-olds have access to excellent early learning classrooms in their communities.

Funding for FCVPK is distributed by the Alabama Education Trust Fund Budget through competitive grants at three levels for pre-K programs: (1) Pre-K Excellence Grants (up to \$45,000) are awarded on a 3-year cycle to help programs meet quality standards and are not intended as the primary source of funding; (2) Pre-K Tiered Grants (\$80,200 to \$92,700 per grant) are awarded on a 3-year cycle to classrooms serving a certain share of the free and reduced-price lunch eligible child population and are primary sources of pre-K funding; (3) New Classroom or Plus Grants of (\$120,000 to \$150,000 per grant) cover costs of materials, equipment, furnishings, and general operating expenses in new classrooms for one year. Grantees must match the awards locally, which can include sliding-scale fee revenue.

FCVPK is also supported by a \$17.5 million federal Preschool Development Grant to expand pre-K access across the state in high-risk areas. The state has sustainability plans for each PDG-funded classroom which entails using state and local funding once the federal grant ends.

All teachers in First Class Pre-K classroom must center their instructional strategies, classroom environment and activities according to the Alabama First Class Frame Work, first implemented beginning in the 2013-2014 academic year. FCVPK requires use of a curriculum incorporating early learning standards aligned to kindergarten content standards and Teaching Strategies GOLD objectives, the required formative assessment tool. All FCVPK classrooms are supported by a coach and monitored for continuous improvement. Alabama requires each classroom to have a lead teacher with a BA plus an early learning credential and, in 2015, introduced policies to support salary parity.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
25	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
21	19

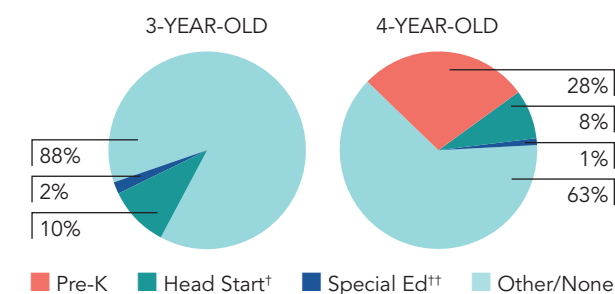
TOTAL BENCHMARKS MET
10

FIRST CLASS PRE-K: ALABAMA'S VOLUNTARY PRE-KINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	16,051
School districts that offer state program	100% (counties/parishes)
Income requirement	No income requirement
Minimum hours of operation	6.5 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	3,871
Federally funded Head Start enrollment, ages 3 and 4	12,939
State-funded Head Start enrollment, ages 3 and 4	2,124

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	AL PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or 9 ECE/CD credits	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	30 hours/year (teachers); 20 hours/year (assistants); PD plans; coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

10

RESOURCES

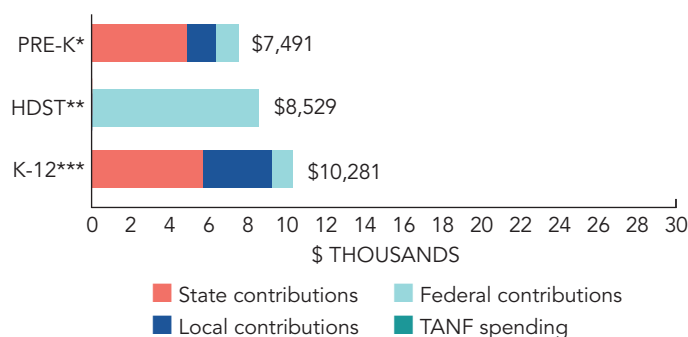
Total state pre-K spending	\$77,462,050
Local match required?	Yes
State Head Start spending	\$5,312,890
State spending per child enrolled	\$4,826
All reported spending per child enrolled*	\$7,491

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

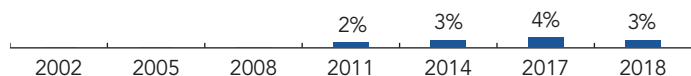
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Alaska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Alaska preschool enrolled 315 children in 2017-2018, a decrease of 43 children from the prior year. State funding totaled \$3,200,000, up \$1,131,301 (55%), adjusted for inflation, since last year. State spending per child equaled \$10,159 in 2017-2018, up \$4,380 from 2016-2017, adjusted for inflation. Alaska met 3 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2017-2018 school year, state legislature approved an additional \$6 million for Alaska Pre-Elementary programs for the next two years (2018-2020). Additionally, the Alaska Department of Education and Early Development was awarded a Preschool Development Grant Birth through Five award in 2018 for \$2.6 million to conduct a statewide needs assessment and a strategic plan that maximizes parental choice. The state also plans to share best practice by revising the 2009 Early Learning Guidelines; expanding provider trainings and coaching activities; developing a trauma-informed module; creating an Alaska version of Strengthening Families training; offering rural author mini-grants; and expediting fingerprint background check process.

BACKGROUND

Since the 1980s, Alaska has supplemented federal funding for Head Start programs in an effort to enhance school readiness and professional development, and expand opportunities for children and families. In 2009-2010, the state launched the Alaska Pre-Kindergarten pilot program, now known as the Alaska Pre-Elementary program. During the 2017-2018 school year, the program was open to preschool-age children in 11 of the 54 school districts statewide. Alaska has offered a supplement to federally recognized Head Start programs since the 1980s. During the 2017-2018 program year, the state provided \$6.8 million to support Head Start programs in Alaska. The financial support is part of an effort to develop program quality through school readiness activities and professional improvement. The funds also offer admission to additional children and families whenever possible.

In 2015, the state changed the way competitive grants are offered to include two types of grantees. Districts new to the program may apply for a 3-year pre-elementary development grant geared toward strategic planning to begin implementing or supporting existing Pre-Elementary goals. Previously funded grantees may apply for three-year renewal grants to support the program while the districts worked towards sustainability of the program once the state grant funding ends. Development grants are geared toward strategic planning to begin implementing or support existing Pre-Elementary goals until they can be switched to renewal grants.

Budget reductions have continued to be a challenge, as inconsistent funding has affected program implementation and quality. Alaska receives no federal funding for the Pre-Elementary program, though some districts utilize Title IA or Title IC funding for preschool. Funding for the Alaska Pre-Elementary program goes directly to school districts or Head Start agencies. Participating programs may subcontract with public schools, Head Start programs, or private agencies.

The Teaching Strategies assessment was piloted by the state during the 2011-2012 school year. State policy requires all programs to use this tool multiple times throughout the year. In addition to classroom quality observations, Education Northwest is planning to conduct a formal assessment of the programs using the 3-year Developmental grants.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
42	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
3	4

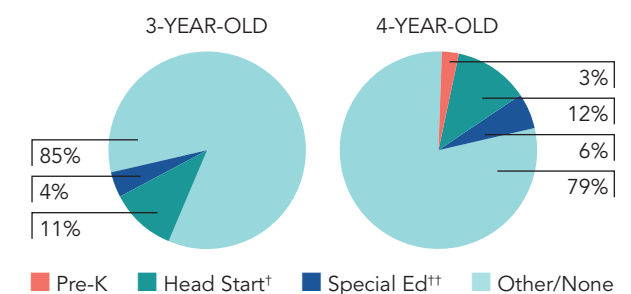
TOTAL BENCHMARKS MET
3

ALASKA PRE-ELEMENTARY

ACCESS

Total state pre-K enrollment	315
School districts that offer state program	20%
Income requirement	No income requirement
Minimum hours of operation	Determined locally
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	1,317
Federally funded Head Start enrollment, ages 3 and 4	2,365
State-funded Head Start enrollment, ages 3 and 4	142

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



[†] Estimates children in Head Start not also enrolled in state pre-K.
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	AK PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); None (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, Elem. Ed., ECE SpEd (public); None (nonpublic)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	6 credit hours/5 years (teachers only); PD plans; Voluntary coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	Determined locally	20 or lower	<input type="checkbox"/>
Staff-child ratio	Determined locally	1:10 or better	<input type="checkbox"/>
Screening & referral	None	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations determined locally; Data used for program improvement at local level only	Structured classroom observations; data used for program improvement	<input type="checkbox"/>
			3

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

RESOURCES

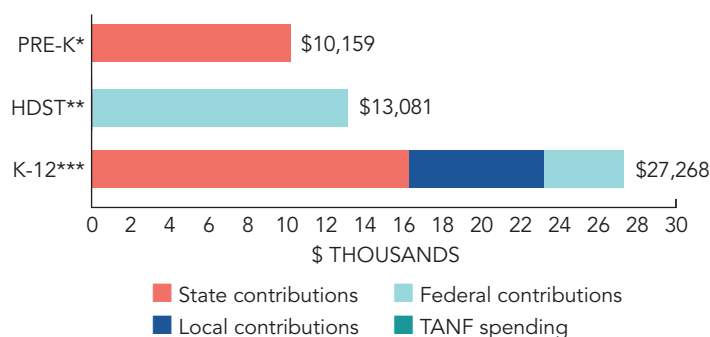
Total state pre-K spending	\$3,200,000
Local match required?	No
State Head Start spending	\$6,852,991
State spending per child enrolled	\$10,159
All reported spending per child enrolled*	\$10,159

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

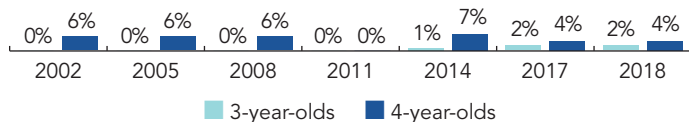
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Arizona

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Arizona preschool enrolled 5,256 children in 2017-2018, a decrease of 29 children from the prior year. State funding totaled \$21,307,301, up \$1,682,864 (9%), adjusted for inflation, since last year. State spending per child equaled \$4,054 in 2017-2018, up \$341 from 2016-2017, adjusted for inflation. Arizona met 3 of 10 quality standards benchmarks.

WHAT'S NEW

The Arizona Department of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for nearly \$1.4 million to accelerate its collaborative work on two key Arizona Education Progress Meter goals: first to increase the percentage of 3- and 4-year-old children enrolled in high-quality early learning settings; and second to increase the percentage of 3rd grade students who score Proficient or Highly Proficient on the AzMerit Grade 3 English Language Arts assessment.

BACKGROUND

Arizona began funding preschool programs in 1991 with supplemental services for preschool, full-day kindergarten, and first through third grade education supported by the federal Early Childhood Block Grant (ECBG) from 1996 until 2010 when that funding ended.

In 2006, Arizona voters earmarked tobacco tax revenues for early childhood development and health programs and created the Early Childhood Development and Health Board, known as First Things First (FTF), to oversee those funds. FTF allocates those funds to communities based on the birth to five population and percentage of young children in poverty. Volunteer regional councils recommend early childhood programs to fund. These public funds can be used for various early childhood programs, including increasing access to early learning. This is accomplished through Quality First (QF) Scholarships serving young children living at or below 200% FPL.

Private child care, public schools, Head Start settings, tribally regulated programs, family child care homes, and faith-based programs are eligible to receive QF Scholarships as long as they participate in Quality First, the state's Quality Improvement and Rating System (QIRS) and have met at least a three-star rating on the QIRS quality standards. QF Scholarship reimbursement rates vary by program type.

Dramatic decreases in tobacco tax revenues in recent years prompted sharp drops in program funding, including Quality First (QF) Scholarships (a 24% drop in tobacco tax revenue between 2007 to 2015, about \$40 million less per year). Regular projections of the tobacco tax revenue indicate this decrease would continue. In response, the FTF Board determined that a budget reset was necessary to ensure consistent funding levels over the next nine to fifteen years.

Arizona also received federal funding to support pre-K programs through the Preschool Development Grant (PDG) in 15 high-needs communities during 2017-2018 and to enhance quality through the state QRIS. As a result of four years of PDG funding, 4,569 children received their early education from providers committed to continuous quality improvement, including 3,486 children (76%) whose early learning provider met or exceeded quality standards. Participation in the state QRIS provides programs with on-site coaching, mental health consultation, child care health consultation, professional development and college scholarships for early educators, along with financial incentives. In addition, FTF collaborates with the state to meet federal match requirements to draw down more than \$184 million per year in federal Child Care and Development Fund (CCDF) funds.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
41	21

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
28	37

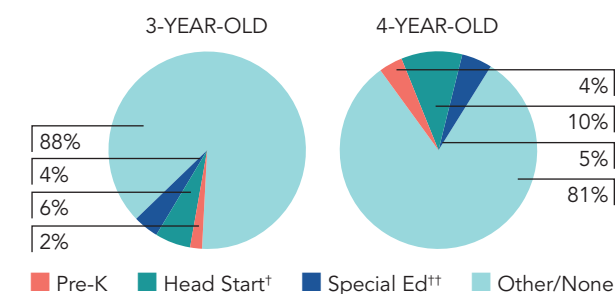
TOTAL BENCHMARKS MET
3

QUALITY FIRST SCHOLARSHIPS

ACCESS

Total state pre-K enrollment	5,256
School districts that offer state program	86% (Regional Partnership Councils)
Income requirement	200% FPL
Minimum hours of operation	34 hours/month; 8 days/month
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	9,590
Federally funded Head Start enrollment, ages 3 and 4	13,814
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	AZ PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	12 credit hours in ECE, CDA (25% of teachers)	BA	<input type="checkbox"/>
Teacher specialized training	12 credit hours in ECE, CDA (25% of teachers)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	18 hours/year	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	26 (3-year-olds); 30 (4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:13 (3-year-olds); 1:15 (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Immunizations	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

3

RESOURCES

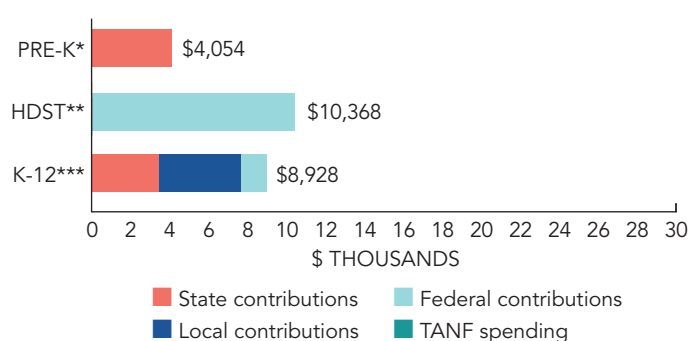
Total state pre-K spending	\$21,307,301
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$4,054
All reported spending per child enrolled*	\$4,054

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

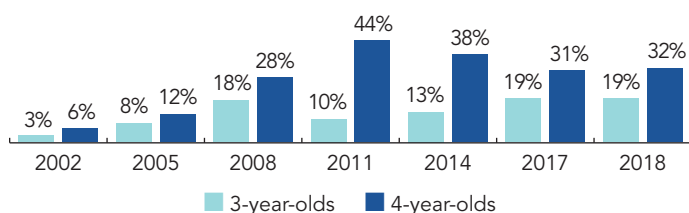
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

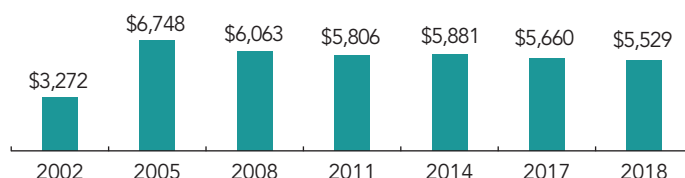


Arkansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Arkansas preschool enrolled 20,618 children in 2017-2018, an increase of 333 children from the prior year. State funding totaled \$106,500,000 and \$7,500,000 in TANF funds were also used to support program, down \$812,767 (1%), adjusted for inflation, since last year. State spending per child (including TANF funds) equaled \$5,529 in 2017-2018, down \$131 from 2016-2017, adjusted for inflation. Arkansas met 8 of 10 quality standards benchmarks.

WHAT'S NEW

Beginning with the 2017-2018 school year, the Governor committed an additional \$3 million per year to improve the quality of Arkansas Better Chance (ABC) pre-K programs, including funds to improve and reward teacher quality and to encourage and enhance innovation in the programs. Additionally, the Arkansas Department of Human Services (DHS)/Division of Child Care and Early Childhood Education (DCCEDE) was awarded a Preschool Development Grant Birth through Five award in 2018 for \$3.5 million to address the need for Adverse Childhood Experiences (ACEs) work across the state. Through this grant, the DCCEDE will update the existing needs assessment to identify research gaps on trauma and ACEs, use this data to update the existing strategic plan, and work with identified stakeholders to further the ACEs work in Arkansas by broadening our reach through education on trauma informed care.

BACKGROUND

The Arkansas Better Chance (ABC) program began in 1991 as part of a statewide education reform initiative, with funding (\$10 Million) earmarked to serve children birth to 5 years old based on family income, developmental, and/or economic risk factors. In 2003, legislation known as Arkansas Better Chance for School Success (ABCSS) set priorities for funding supporting 3- and 4-year-olds in households with incomes up to 200% of the federal poverty level. School districts with 75% or more of students scoring below proficient in literacy and math on the State Benchmark exams, and children in schools designated as "school improvement status" received funding priority. To date, a total of \$111 Million is appropriated for ABC/ABCSS programs which provide pre-K access in a diverse set of mixed-delivery settings.

During the 2017-2018 school year, ABC/ABCSS was administered by the Arkansas DCCEDE which is responsible for operations through a shared governance structure with ADE and the State Board of Education. In 2014, Arkansas was awarded a \$14.9 million federal Preschool Development Grant (PDG) enabling the state to expand quality services to 1,363 additional children and enhance preschool services for 1,509 children already enrolled during the 2017-2018 school year. Arkansas is working on a plan to sustain PDG funding after the grant ends in June 2019.

ABC/ABCSS components intended to ensure quality include teachers with at least a bachelor's degree in public classrooms and an associate's degree in nonpublic classrooms; teacher assistants/paraprofessionals with a minimum of a CDA or equivalent; low child-to-teacher ratios (1:10); health and development screenings; parent involvement and community engagement; statewide evaluation (Work Sampling); an approved list of curriculum aligned with the 2016 Arkansas Child Development and Early Learning Standards; and classroom quality observations to inform technical assistance; and an evaluation of child outcomes through a longitudinal study.

Arkansas provides additional pathways for those working with young children to gain advanced knowledge and skill, such as Birth through Kindergarten Licensure and a Birth through Prekindergarten Teaching Credential. These options provide a route to higher education for preparation of teachers and teacher assistants for all children, birth through age five, including children with special needs.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
17	5

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
19	8

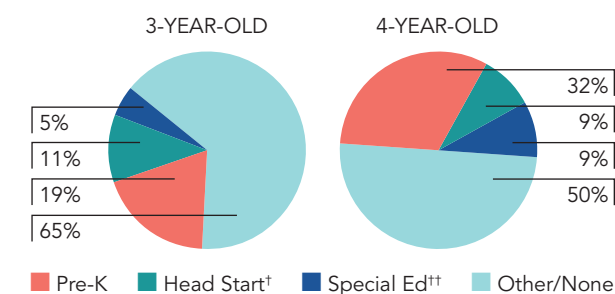
TOTAL BENCHMARKS MET
8

ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

ACCESS

Total state pre-K enrollment	20,618
School districts that offer state program	100% (counties)
Income requirement	200% FPL
Minimum hours of operation	7 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	8,689
Federally funded Head Start enrollment, ages 3 and 4	7,470
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	AR PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA; AA (beyond first classroom at a site)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	30 hours/year; PD plans	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

8

RESOURCES

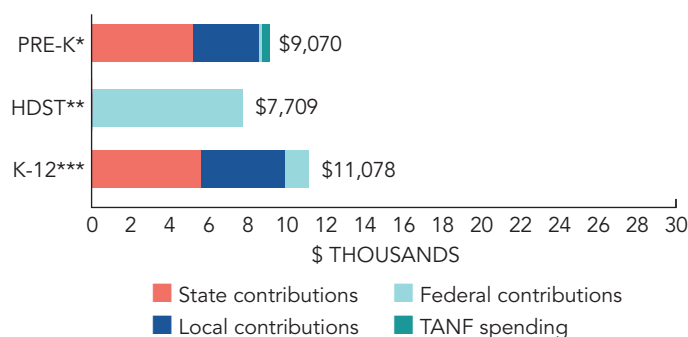
Total state pre-K spending	\$114,000,000
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$5,529
All reported spending per child enrolled*	\$9,070

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

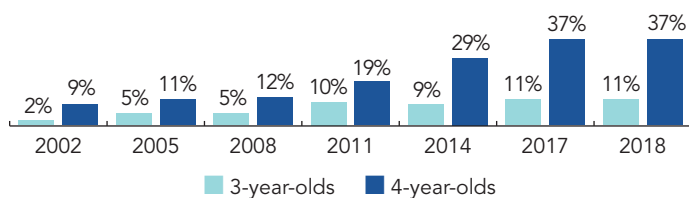
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

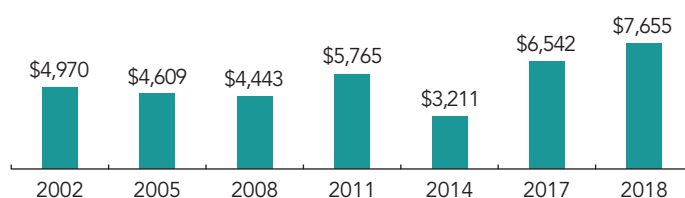


California

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

California preschool programs enrolled 242,297 children in 2017-2018, an increase of 6,646 children from the prior year. State funding totaled \$1,854,832,577, up \$313,106,275 (20%), adjusted for inflation, since last year. State spending per child equaled \$7,655 in 2017-2018, up \$1,113 from 2016-2017, adjusted for inflation. California met an average of 4.3 of 10 quality standards benchmarks.

WHAT'S NEW

The California Department of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for \$10.62 million to conduct a comprehensive needs assessment to understand the gaps, needs, and barriers to providing quality Early Learning in California. In addition, the funds will be used to develop a 10-year strategic plan with actionable steps to build a comprehensive early learning system that meets the needs of California's children and their families. Additionally, beginning in the 2018-2019 school year, children funded by CSPP and TK funding can be served in the same classroom.

BACKGROUND

In 2008, the California State Preschool Program Act created the California State Preschool Program (CSPP) by consolidating several early childhood initiatives into one funding stream. CSPP encompasses (1) the CSPP that began in 1965 for children at risk for neglect, abuse, or family violence, or receiving protective services; (2) the 2007 Prekindergarten and Family Literacy Program (PKFLP) which added a literacy component to CSPP; and (3) General Child Care programs.

CSPP provides both part- and full-day preschool to 3- and 4-year-olds with a family income at or below 70% of the state median income. Children at risk of abuse, neglect, or exploitation, receiving protective services, are homeless, or who are receiving CalWORKS cash aid are also eligible.

CSPP awards funding through a competitive application process to school districts, private and faith-based agencies, and Head Start programs. Children are served in either full-day or part-day programs, depending on family eligibility and need. Children must remain eligible throughout the year to receive full-day services but can remain in part-day programs regardless of changes to eligibility. Teachers are required to have California Child Development Associate Teacher Permits, and can receive grants for professional learning. CSPP classrooms receive structured quality observations using the Early Childhood Environment Rating Scale, Revised Edition (ECERS-R) at least once a year.

California Transitional Kindergarten (TK) began during the 2012-2013 school year as a result of the kindergarten age eligibility moving from December 2 to September 1, as part of the state's Kindergarten Readiness Act of 2010. TK is the first year of a two-year kindergarten program for children born between September 2 and December 2. In June 2015 an amendment allowed children turning 5 years old after December 2 to attend TK at the beginning of the school year, at the discretion of the local educational agency. TK follows kindergarten regulations for class size, teacher qualifications, program standards, funding, and serving English language learners. TK is profiled as a separate preschool program in this report.

Both CSPP and TK are guided by the California Preschool Learning Foundations, which are aligned with the Common Core State Standards, California Infant and Toddler Learning and Development Foundations, California Content Standards, and the Head Start Child Development and Early Learning Framework.

Using local and state funding, the California Quality Rating and Improvement System (CA-QRIS) Consortium was established to continue work initiated by the state's federal Race to the Top-Early Learning Challenge (RTT-ELC) grant. The goal is to ensure children have access to high-quality programs so they thrive in their early learning settings and succeed in kindergarten and beyond. The CA-QRIS Consortium focuses on three areas: child development and readiness for school, teachers and teaching, and program and environment quality.

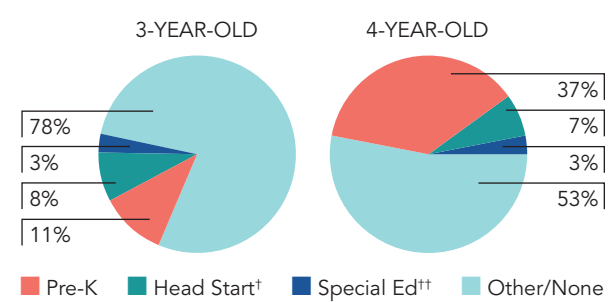
California's overall support for state-funded preschool, including enrollment and funding for both CSPP and TK, is depicted in the first two pages of this state profile. The third page focuses solely on CSPP and the fourth page provides information on TK.

CALIFORNIA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	242,297
Special education enrollment, ages 3 and 4	50,091
Federally funded Head Start enrollment, ages 3 and 4	73,145
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

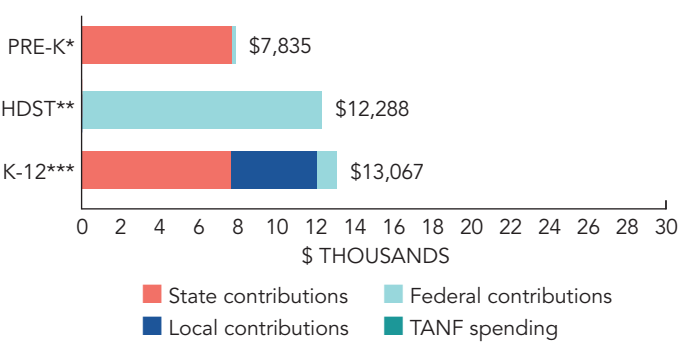


† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$1,854,832,577
State Head Start spending	\$0
State spending per child enrolled	\$7,655
All reported spending per child enrolled*	\$7,835

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
14	8

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
8	17

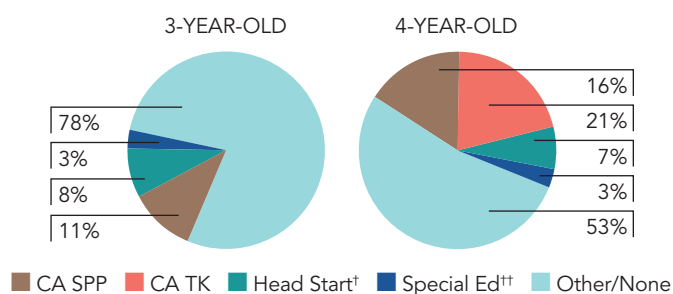
TOTAL BENCHMARKS MET
4.3

CALIFORNIA STATE PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment	138,937
School districts that offer state program	97% (counties/parishes)
Income requirement	70% SMI
Minimum hours of operation	3 hours/day; 5 days/week
Operating schedule	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.

†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	CA SPP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	California Child Development Associate Teacher Permit	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	105 hours/5 years	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	No limit (3- & 4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:8 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

RESOURCES

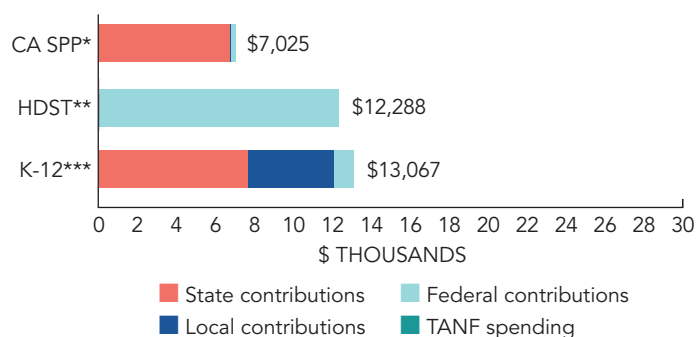
Total state pre-K spending	\$932,344,577
Local match required?	No
State spending per child enrolled	\$6,711
All reported spending per child enrolled*	\$7,025

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

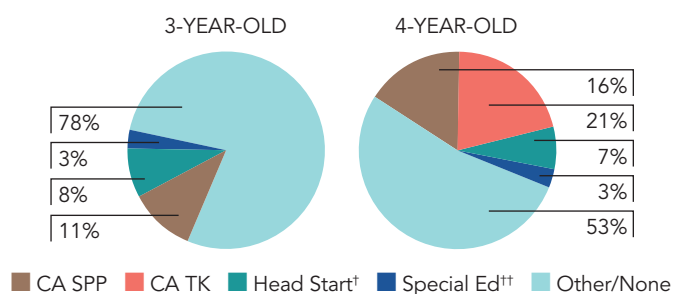


CALIFORNIA TRANSITIONAL KINDERGARTEN (TK)

ACCESS

Total state pre-K enrollment	103,360
School districts that offer state program	100% (counties/parishes)
Income requirement	No income requirement
Minimum hours of operation	3 hours/day; 5 days/week
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.

†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	CA TK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, Elem Ed.	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	Determined locally	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	33 (4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:33 (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	None	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



RESOURCES

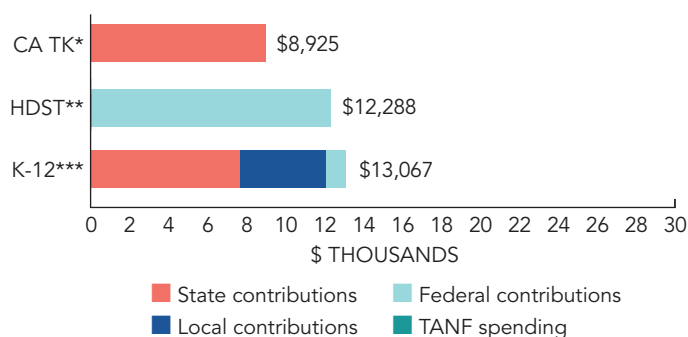
Total state pre-K spending	\$922,488,000
Local match required?	No
State spending per child enrolled	\$8,925
All reported spending per child enrolled*	\$8,925

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

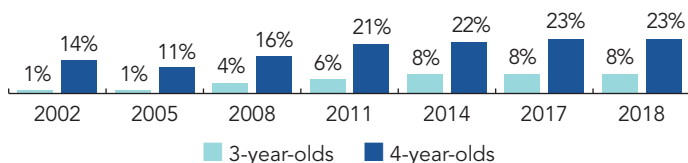
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Colorado preschool enrolled 21,446 children in 2017-2018, a decrease of 176 children from the prior year. State funding totaled \$54,374,180, down \$7,633,514 (12%), adjusted for inflation, since last year. State spending per child equaled \$2,535 in 2017-2018, down \$332 from 2016-2017, adjusted for inflation. Colorado met 5 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2017-2018 school year, Colorado integrated a P-3 approach to build a comprehensive, high-quality continuum of learning from birth to age 8 that vertically and horizontally aligns to support the unique needs of all children. Additionally, the state revised the Colorado Academic Standards, which are set to be fully implemented by Fall 2020. The state also passed legislation to add 1,000 additional slots to the Colorado Preschool Program (CPP) for the 2018-2019 school year.

The Colorado Department of Human Services was awarded a Preschool Development Grant Birth through Five award in 2018 for \$5.8 million to help build a quality early learning system for children birth to age five and their families. Colorado aims to do this through Colorado Shines Brighter. Colorado Shines Brighter is based on the state's shared vision to ensure all children are ready for school when entering kindergarten. The program will work towards three outcomes: (1) increased access to and choice of quality formal early childhood care and education settings which best meet the needs of each child and family; (2) enhanced informal early childhood care and education environments (parental, friend, family, and neighbor care) to enrich and support children's physical, social, emotional, and cognitive development; and (3) coordination and alignment of Colorado's B-5 early childhood state system to enhance the resources available to families and improve the quality of relationships among families, caregivers, and children.

BACKGROUND

The Colorado Preschool Program (CPP) launched in 1988 for 3- and 4-year-olds who needed language development support in hopes of lowering school dropout rates and reducing dependence on public assistance. In 1992, CPP became a permanent program and expanded eligibility to young children lacking overall school readiness due to family risk factors, as defined by statute, including eligibility for free or reduced-price meals, being a dual language learner, being in foster care, a family history of abuse or neglect, homelessness, parental substance abuse, or having a teen parent, as well as locally determined risk factors. Four-year-olds must meet at least one risk factor to enroll in CPP, while 3-year-olds are required to meet a minimum of three risk factors.

In the 2017-2018 school year, 98% of the state's 179 school districts offered CPP. CPP slots can serve eligible pre-K students, and Early Childhood At-Risk Enhancement (ECARE) slots can serve either pre-K students or provide full-day services for eligible kindergartners. Two half-day slots can be combined to create full-day opportunities for pre-K children with very high needs. Schools may provide pre-K service by subcontracting with private child care centers, Head Start, or other community-based or public agencies. Funding is awarded competitively with priority given to districts with exemplary implementation plans and/or not currently participating in CPP.

CPP funding is determined by the Colorado school finance formula, with preschoolers receiving half the amount for students in grades 1 through 12. Funds are distributed directly to school districts, which are given a predetermined number of half-day slots to serve eligible children. CPP providers may use additional funding sources, such as federal Head Start money, to extend the program day, supplement services, or provide wraparound care.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
28	11

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
39	36

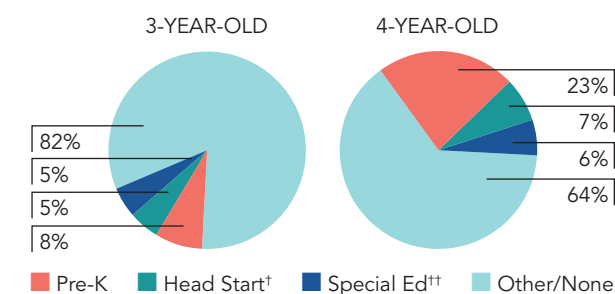
TOTAL BENCHMARKS MET
5

COLORADO PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment	21,446
School districts that offer state program	98%
Income requirement	185% FPL
Minimum hours of operation	2.5 hours/day
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	8,516
Federally funded Head Start enrollment, ages 3 and 4	8,198
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	CO PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	CDA	BA	<input type="checkbox"/>
Teacher specialized training	CDA	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	None	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	16 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	None	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (above QRIS Level 1); Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

5

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

RESOURCES

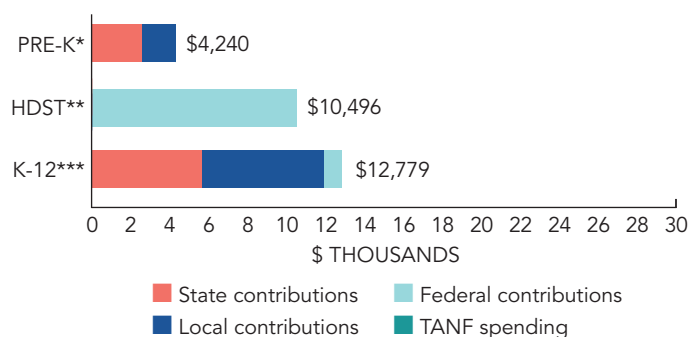
Total state pre-K spending	\$54,374,180
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$2,535
All reported spending per child enrolled*	\$4,240

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

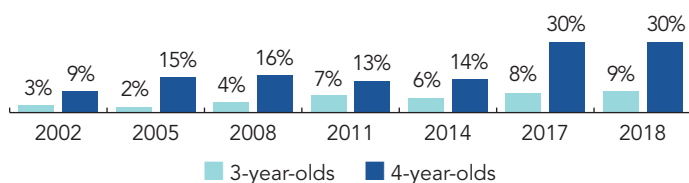
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

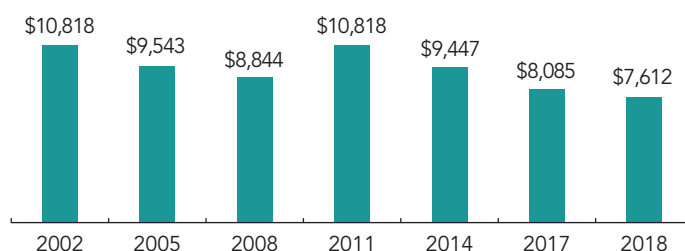


Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Connecticut preschool programs enrolled 14,585 children in 2017-2018, a decrease of 193 children from the prior year. State funding totaled \$111,027,561, down \$8,455,029 (7%), adjusted for inflation, since last year. State spending per child equaled \$7,612 in 2017-2018, down \$473 from 2016-2017, adjusted for inflation. Connecticut met an average of 5 of 10 quality standards benchmarks.

WHAT'S NEW

The Connecticut Office of Early Childhood (OEC) was awarded a Preschool Development Grant Birth through Five award in 2018 for \$8.59 million to increase the state's ability to link families to needed services through aligning and improving coordination among existing agencies and programs; advance an infrastructure for data sharing across the silos of government to better support families; and design and implement a performance management approach focused on measurable child and family outcomes.

BACKGROUND

Connecticut serves prekindergarten children in three state-funded programs: School Readiness Program (SR), Child Day Care Contracts (CDCC), and Smart Start, all supervised by the OEC. Non-Head Start SR, CDCC, and Smart Start programs have three years to become NAEYC accredited. Programs not NAEYC accredited or Head Start approved are required to have annual ECERS ratings by state-approved raters to help prepare them for accreditation.

Connecticut has provided funding for CDCC for 40 years through a purchase-of-service contracting system. CDCCs are jointly funded through state funding and the Social Service Block Grant (SSBG) and must operate for at least 10 hours per day. CDCC has been included in this report since 2014-2015, when the program's finance structure was revised in ways that meet the NIEER definition for a state-funded pre-K program. In 2017-2018, CDCC served 3,817 children, including 2,178 preschool-aged children. Eligibility requirements target children with household incomes below 75% SMI for state funding and/or children with household incomes below 200% of the federal poverty level for SSBG funds. CDCC programs, which must be licensed as a child care facility by the state, may operate under the contract held by an elementary or secondary school, nursery school, preschool, day care center, group day care home, family day care home, family resource center, Head Start program, or local or regional board of education.

SR was founded in 1997 to expand access to early childhood programs for 3- and 4-year-olds. Financial support is available to 21 Priority School Readiness districts, as defined by legislation, and 46 Competitive School Readiness municipalities that have at least one school in which 40% or more of children are eligible for free or reduced-price lunch, or fall within the 50 lowest wealth-ranked towns in the state. Any family can apply for School Readiness spaces in designated Priority or Competitive municipalities; however, 60% of children enrolled in each municipality must meet the income guideline of at-or-below 75% of the SMI.

Smart Start was created during the 2014 legislative session to expand publicly funded pre-K for 3- and 4-year-olds in public school settings. Funding is distributed to local or regional boards of education through a competitive grant process. In 2017-2018, 24 school districts received funding to offer, at minimum, a six-hour, five-day-a-week program that operated for at least 1,080 hours per year.

In 2014, Connecticut received a federal Preschool Development Grant-Expansion. In 2017-2018, there were a total of 740 PDG-funded preschool spaces in the state: 439 were new preschool slots that operated separately from the three state-funded preschool programs, 256 spaces were dually funded in combination with SR, and 45 spaces were dually funded with CDCC. These dually funded spaces are included in the programs' total enrollment counts.

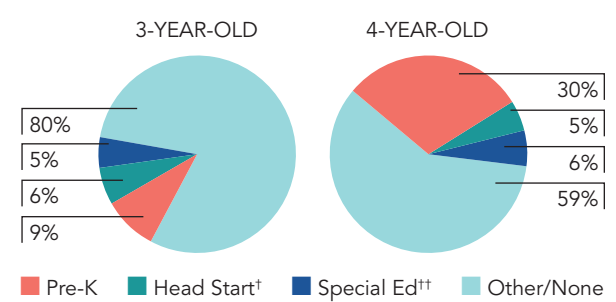
Connecticut's overall support for state-funded preschool, including enrollment and funding for CDCC, SR, and Smart Start is depicted in the first two pages of this state profile. The fourth page focuses solely on CDCC, the fifth on SR, and the sixth on Smart Start.

CONNECTICUT STATE OVERVIEW

ACCESS

Total state pre-K enrollment	14,585
Special education enrollment, ages 3 and 4	5,574
Federally funded Head Start enrollment, ages 3 and 4	4,400
State-funded Head Start enrollment, ages 3 and 4.....	280

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

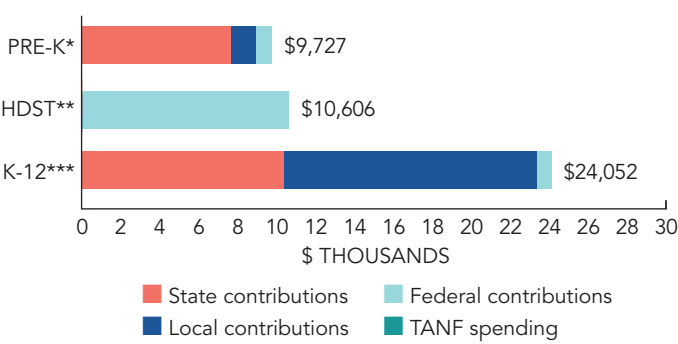


† Some Head Start children may also be counted in state pre-K (CDCC).
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$111,027,561
State Head Start spending	\$5,048,843
State spending per child enrolled	\$7,612
All reported spending per child enrolled*	\$9,727

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
21	10

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
9	5

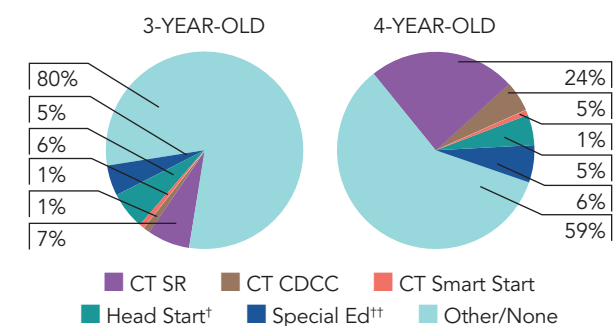
TOTAL BENCHMARKS MET
5

CONNECTICUT CHILD DAY CARE CONTRACTS

ACCESS

Total state pre-K enrollment	2,178
School districts that offer state program ...	28% (towns/communities)
Income requirement	75% SMI
Minimum hours of operation	10 hours/day; 5 days/week
Operating schedule	Full calendar year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (CDCC).

†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	CT CDCC REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	CDA + 12 EC credits	BA	<input type="checkbox"/>
Teacher specialized training	CDA + 12 EC credits	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Based on Head Start or NAEYC	CDA or equivalent	<input type="checkbox"/>
Staff professional development	20 hours/year; PD plans (some teachers)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Immunizations, full physical exam (no vision or hearing)	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (non-accredited programs); Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>
			5

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

RESOURCES

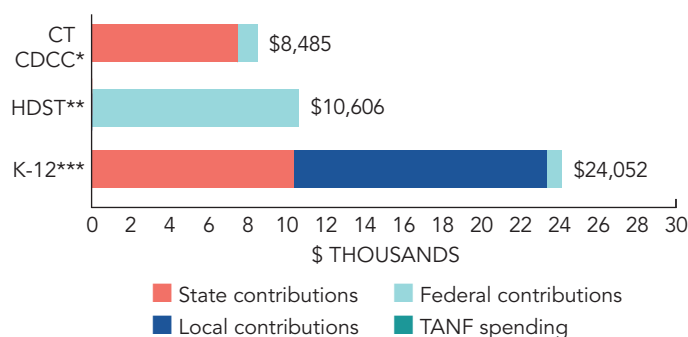
Total state pre-K spending	\$16,225,367
Local match required?	No
State spending per child enrolled	\$7,450
All reported spending per child enrolled*	\$8,485

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

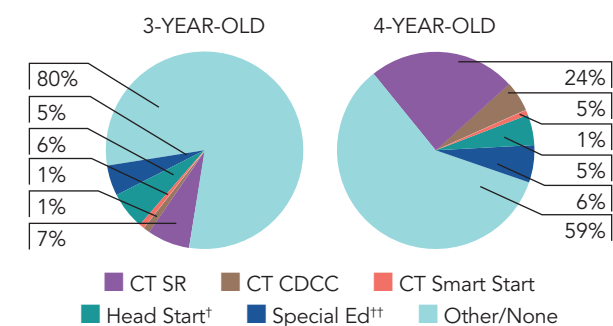


CONNECTICUT SCHOOL READINESS

ACCESS

Total state pre-K enrollment	11,752
School districts that offer state program ...	40% (towns/communities)
Income requirement	75% SMI
Minimum hours of operation	2.5 hours/day; 5 days/week
Operating schedule	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (CDCC).

†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	CT SR REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	CDA + 12 EC credits	BA	<input type="checkbox"/>
Teacher specialized training	CDA + 12 EC credits	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD (public); Based on Head Start or NAEYC (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Staff professional development	9 hours/year (teachers only); PD plans (some nonpublic teachers)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Referral only	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (non-accredited programs); Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

5

RESOURCES

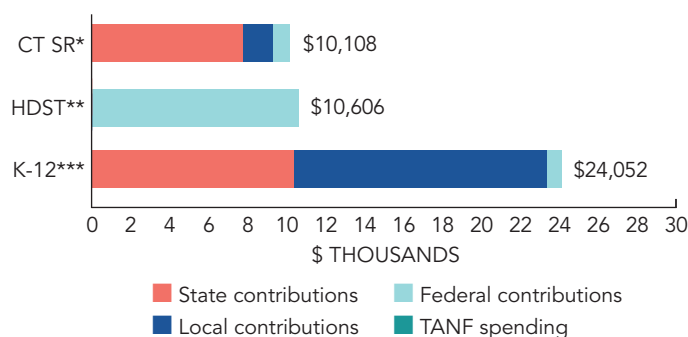
Total state pre-K spending	\$90,764,459
Local match required?	No
State spending per child enrolled	\$7,723
All reported spending per child enrolled*	\$10,108

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

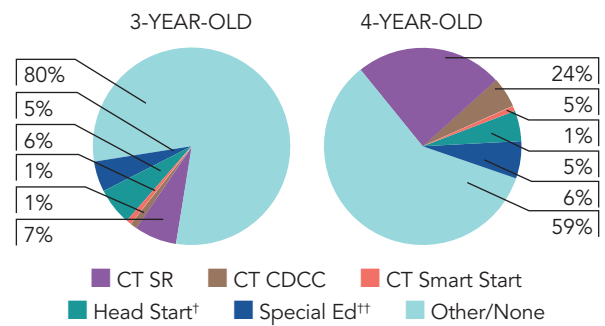


CONNECTICUT SMART START

ACCESS

Total state pre-K enrollment	655
School districts that offer state program ...	14% (towns/communities)
Income requirement	No income requirement
Minimum hours of operation	6 hours/day; 5 days/week
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (CDCC).

†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	CT SMART START REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Pre-K or EC	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	PD plans (teachers only)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	None	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (non-accredited programs); Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

RESOURCES

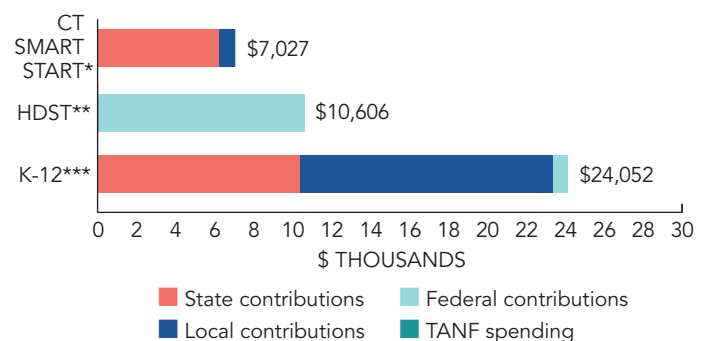
Total state pre-K spending	\$4,037,735
Local match required?	No
State spending per child enrolled	\$6,164
All reported spending per child enrolled*	\$7,027

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

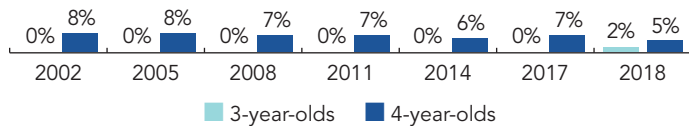
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

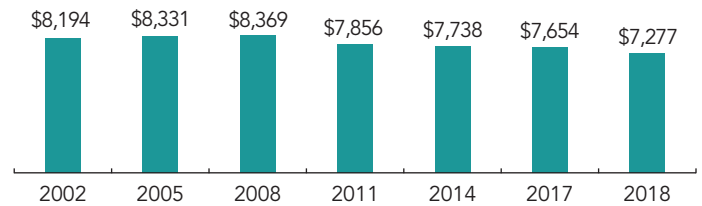


Delaware

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Delaware preschool enrolled 845 children in 2017-2018, an increase of 14 children from the prior year. State funding totaled \$6,149,300, down \$211,224 (3%), adjusted for inflation, since last year. State spending per child equaled \$7,277 in 2017-2018, down \$377 from 2016-2017, adjusted for inflation. Delaware met 7 of 10 quality standards benchmarks.

WHAT'S NEW

In 2017-2018, the state expanded eligibility for Delaware Early Childhood Assistance Program (ECAP)-funded programs to 3-year-olds to move toward a system of continuity within the state.

The Delaware Department of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for \$4.2 million. Through this opportunity, Delaware seeks to understand the experiences of families and early childhood professionals navigating the existing birth to five system through its comprehensive needs assessment. As a result, subsequent policy and identified solutions will be found through an analysis of the true needs of Delaware's children and families. The subsequent strategic plan will renew the state's current five-year early childhood strategic plan that ended in 2018.

BACKGROUND

The Delaware Early Childhood Assistance Program (ECAP) began in 1994, providing comprehensive early learning services for 4-year-olds eligible for the federal Head Start program. Eligibility expanded to 3-year-olds in 2017-2018.

Modeled after the federal Head Start program, ECAP requires participating programs to follow the federal Head Start Program Performance Standards. Ten percent of enrollment slots are reserved for children with disabilities; the majority of participating children must live in families with incomes at or below 100% FPL, but since 2007 up to 35% of enrolled children may live in households up to 130% of FPL. ECAP grants are available to for-profit child care, Head Start agencies, public schools, community-based organizations, and private and faith-based centers, based on Community Needs Assessment Data determinations.

Additional changes are expected as programs adjust policies, procedures, and practices to meet the new requirements in the 2016 update to the Head Start Program Performance Standards. Delaware is providing professional development and technical assistance to help programs meet these new standards. For example, each ECAP program is awarded a Training/Technical Assistance award to utilize towards individualized program professional development. In addition, every ECAP program is allotted funds for covering on-site training(s) provided by the Delaware Institute for Excellence in Early Childhood (DIEEC).

In 2012, Delaware began requiring all ECAP programs to participate in Delaware Stars, the state quality rating improvement system (QRIS) for early childhood programs, which is aligned with the Head Start Program Performance Standards. All ECAP programs are required to maintain at least a Star 4 rating.

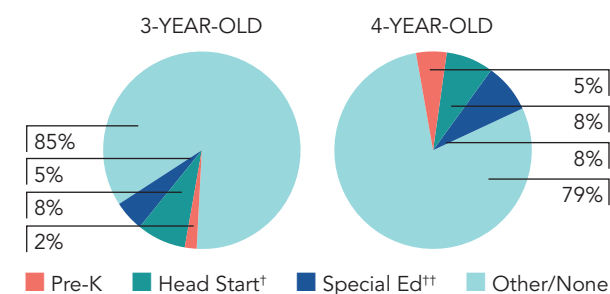
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
38	20	10	21	7

DELAWARE EARLY CHILDHOOD ASSISTANCE PROGRAM (ECAP)

ACCESS

Total state pre-K enrollment	845
School districts that offer state program	100% (counties)
Income requirement	100% FPL
Minimum hours of operation	3.5 hours/day; 5 days/week
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	1,650
Federally funded Head Start enrollment, ages 3 and 4	1,369
State-funded Head Start enrollment, ages 3 and 4	295

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	DE PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD (public); CDA (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Staff professional development	90 hours/5 years (public teachers); 18 hours/year (nonpublic teachers & assistants); 15 hours/year (public assistants) PD plans; coaching (some teachers)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	17 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	2:17 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

RESOURCES

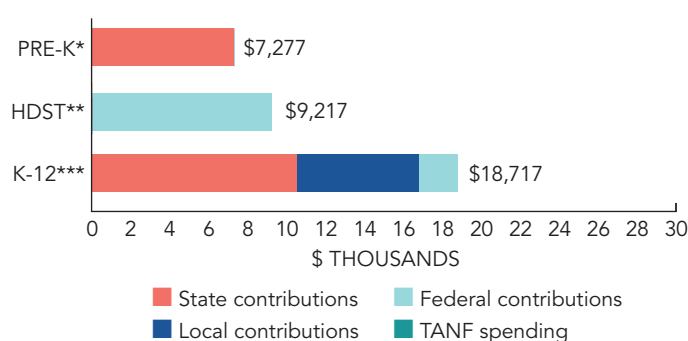
Total state pre-K spending	\$6,149,300
Local match required?	No
State Head Start spending	Not reported
State spending per child enrolled	\$7,277
All reported spending per child enrolled*	\$7,277

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

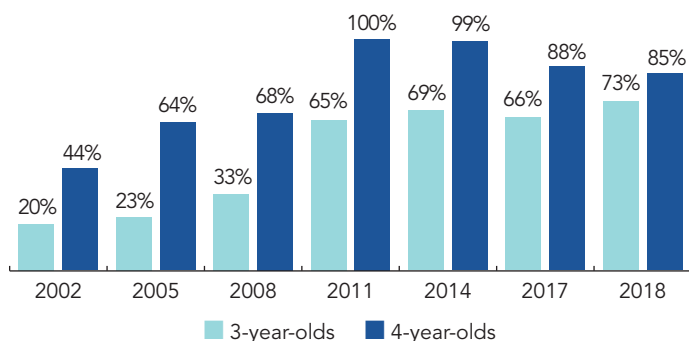
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

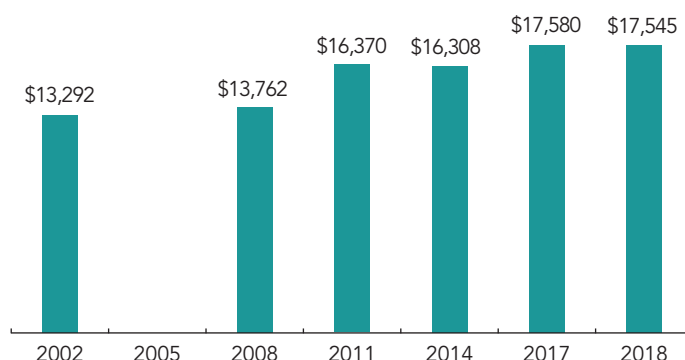


District of Columbia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

District of Columbia preschool enrolled 13,492 children in 2017-2018, an increase of 415 children from the prior year. State funding totaled \$236,712,885, up \$6,821,142 (3%), adjusted for inflation, since last year. State spending per child equaled \$17,545 in 2017-2018, down \$35 from 2016-2017, adjusted for inflation. District of Columbia met 3 of 10 quality standards benchmarks.

WHAT'S NEW

In 2018, the District of Columbia Council passed the Birth to Three for All DC Act, increasing DC's investment in quality early learning. One provision mandates that DC develop a competitive salary scale for early childhood educators (for FY 2019), to increase salaries for early educators and provide more support for teachers to achieve higher credentials and degrees, including those providing pre-K services. Additionally, the District of Columbia Education Office was awarded a \$10.6 million Preschool Development Grant Birth through Five award in 2018 to strengthen DC's B-5 system of programs and services promoting children's health, well-being and early childhood care and education through more coordination and collaboration to improve outcomes for young children and their families.

BACKGROUND

Among the first in the nation to invest in early education, DC has offered pre-K since the 1960s. DC began to bolster its investment in pre-K significantly in 2008 through the Pre-K Enhancement and Expansion Amendment Act of 2008 (Pre-K Act). The Pre-K Act expanded the DC public pre-K program to provide quality, universally accessible pre-K via a mixed-delivery system in DC Public Schools (DCPS), public charter schools (PCS), and community-based organizations (CBOs). The Office of the State Superintendent (OSSE) oversees DC's Universal Pre-K Program, including programs in DCPS and CBOs. PCSs are authorized and monitored by the DC Public Charter School Board (PCSB).

Pre-K programs operate five-days-a week for a minimum of 6.5 hours per day and a minimum of 180 instructional days per year. Given the high availability and participation, this program can be considered universal, as the District of Columbia has a higher percentage of 3- and 4-year olds enrolled than any U.S. state or territory. Funding for public pre-K programs is based on the school funding formula used for K-12 (the Uniform Per Student Funding Formula), with spending per pupil adjusted through a series of weights for at-risk, English Language Learners and students with special needs.

The common measure of quality for pre-K classrooms in DC is the Classroom Assessment Scoring System (CLASS). CLASS data is used by OSSE, in partnership with DC Public Schools and the PCSB, as part of the STAR Framework, which results in a school rating and is included on each school's DC School Report Card. The PCSB also uses CLASS in its Performance Management Framework, which provides all public charter local education agencies with an annual score. OSSE contracts with an external evaluator to conduct annual CLASS assessments in CBOs to determine each facility's rating for Capital Quality, DC's Quality Rating and Improvement System (QRIS).

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
1	1

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
1	1

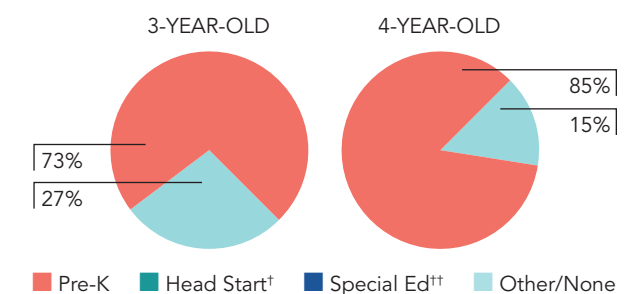
TOTAL BENCHMARKS MET
3

D.C. PUBLIC PRE-K

ACCESS

Total state pre-K enrollment	13,492
School districts that offer state program	100% (wards)
Income requirement	No income requirement
Minimum hours of operation	6.5 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	1,012
Federally funded Head Start enrollment, ages 3 and 4	2,309
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	D.C. PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive; DCPS & CBO: aligned with child assessments	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (DCPS & CBO); Determined locally (PCS)	BA	<input type="checkbox"/>
Teacher specialized training	Elem. Ed. (DCPS); ECE, CD (CBO); Determined locally (PCS)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	CDA (DCPS); AA (CBO); Determined locally (PCS)	CDA or equivalent	<input type="checkbox"/>
Staff professional development	6 days/year (DCPS teachers); 15 hours/year (DCPS assistant teachers); 30 hours/year (CBO); PD plans (DCPS teachers & CBO); Coaching (DCPS & CBO)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	DCPS & CBO only: 16 (3-year-olds); 20 (4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	DCPS & CBO only: 1:8 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

3

RESOURCES

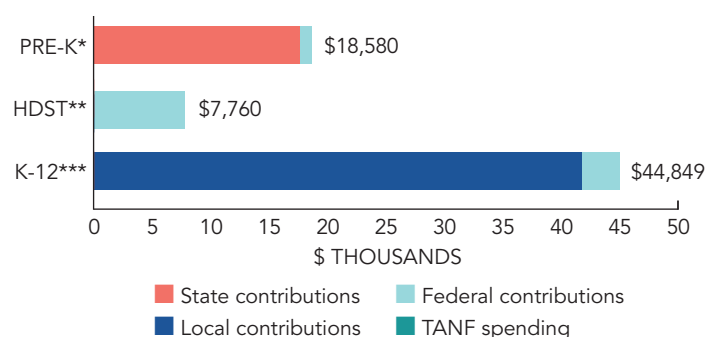
Total state pre-K spending	\$236,712,885
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$17,545
All reported spending per child enrolled*	\$18,580

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

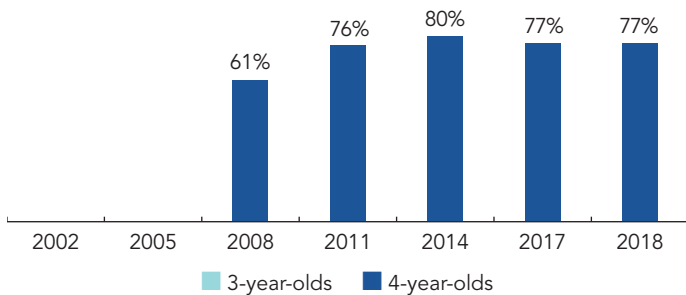
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

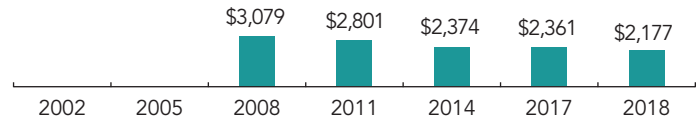


Florida

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Florida preschool enrolled 174,574 children in 2017-2018, an increase of 322 children from the prior year. State funding totaled \$379,969,502, down \$31,389,754 (8%), adjusted for inflation, since last year. State spending per child equaled \$2,177 in 2017-2018, down \$184 from 2016-2017, adjusted for inflation. Florida met 2 of 10 quality standards benchmarks.

WHAT'S NEW

The Florida Department of Education Office of Early Learning (OEL) was awarded a Preschool Development Grant Birth through Five award in 2018 for \$8.52 million to increase the quality, coordination, alignment and efficiency of the state's programs and services to support families' needs and children's readiness and early grade success, particularly for vulnerable and underserved children.

BACKGROUND

Florida's Voluntary Prekindergarten (VPK) Education Program was launched in 2005 after voters in 2002 approved a constitutional amendment providing prekindergarten access for all 4-year-olds. Recently, state policy was changed so that, beginning in 2016-2017, parents may postpone enrollment of young 4-year-olds in the VPK program for a year, consequently making 5-year-olds eligible. The program is managed by OEL, which was established as an independent agency affiliated with the state Department of Education.

Age-eligible children are enrolled in either a 300-hour summer program, which every school district is mandated to offer, or a school-year program totaling 540 instructional hours. Teachers in the school-year program are required to have at least a Child Development Associate (CDA) degree or equivalent credential. Teachers in the summer program are required to have a bachelor's degree.

VPK is provided in a variety of settings such as public schools, accredited nonpublic schools, licensed child care centers, accredited faith-based centers, and licensed family child care homes. Most children attend VPK in nonpublic school settings. Regional early learning coalitions monitor programs for compliance and administer VPK, distributing funding based on a fixed hourly rate. Programs are required to meet the Florida Early Learning and Developmental Standards for Four-Year-Olds, which were revised in 2017.

Funding is determined by state legislators after review during the annual state appropriations process. The State Board of Education is required to establish a minimum kindergarten readiness rate to assess delivery of the VPK Education Program by providers and schools. All providers are required to administer the Florida VPK assessment at the beginning and end of the school year, with results used as a pre- and post-assessment to demonstrate learning gains.

Florida's School Readiness Program is a separate initiative, started in 1999 and expanded in 2001 by incorporating two other state programs—the Prekindergarten Early Intervention Program, focusing on young children's health, and the State Migrant Prekindergarten Program, serving 3- and 4-year-olds whose parents are migratory agricultural or fishing industry laborers. The program offers financial assistance for child care to qualified parents. This report focuses solely on the VPK program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
2	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
41	43

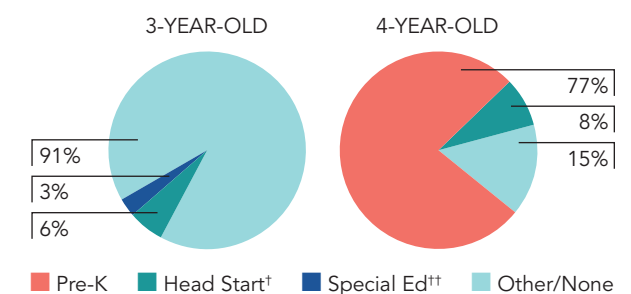
TOTAL BENCHMARKS MET
2

FLORIDA VOLUNTARY PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	174,574
School districts that offer state program	100% (counties)
Income requirement	No income requirement
Minimum hours of operation	Determined locally
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	21,749
Federally funded Head Start enrollment, ages 3 and 4	32,888
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	FL PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA (summer); CDA or equivalent + training (school year)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CDC, Elem. Ed. (summer); CDA (school year)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	None	CDA or equivalent	<input type="checkbox"/>
Staff professional development	10 hours/year (teachers in licensed child care); PD plans (teachers on probation)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	12 (summer); 20 (school year)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:12 (summer); 1:11 or 2:12-20 (school year)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health (licensed child care & public schools only)	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



RESOURCES

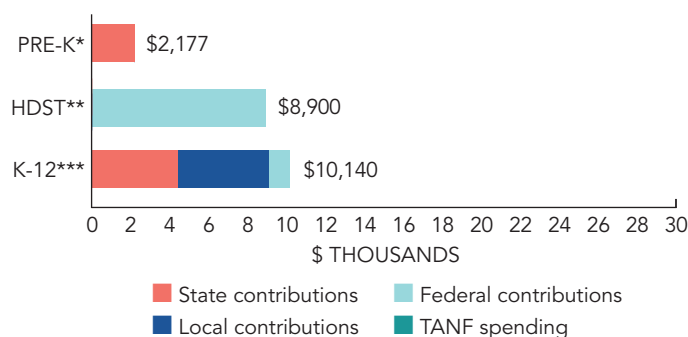
Total state pre-K spending	\$379,969,502
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$2,177
All reported spending per child enrolled*	\$2,177

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

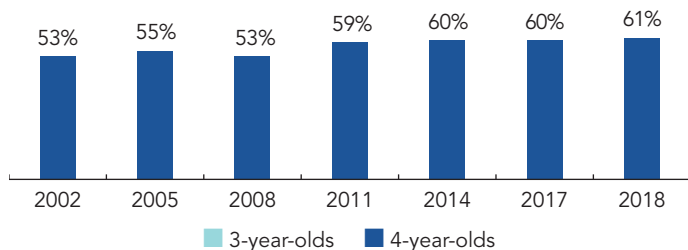
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

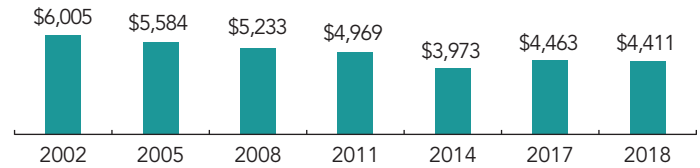


Georgia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Georgia preschool enrolled 80,536 children in 2017-2018, a decrease of 338 children from the prior year. State funding totaled \$355,281,106, down \$5,665,217 (2%), adjusted for inflation, since last year. State spending per child equaled \$4,411 in 2017-2018, down \$52 from 2016-2017, adjusted for inflation. Georgia met 8 of 10 quality standards benchmarks.

WHAT'S NEW

All lead and assistant teachers in Georgia's Pre-K Program received a 2% salary increase for the 2017-2018 school year. This increase occurred after a prior 2% salary increase for both lead and assistant teachers in 2016-2017 when a new salary scale for lead teachers was also implemented in order to support salary parity between pre-K and K-12 teachers.

Georgia's Department of Early Care and Learning (DECAL) was awarded a Preschool Development Grant Birth through Five award in 2018 for \$2.96 million. The grant will focus on conducting a statewide needs assessment and strategic plan to support increased quality and access of early learning services in the state.

BACKGROUND

Georgia's Pre-K Program launched in 1992 as a small pilot program and expanded in 1995 to become the nation's first state-funded universal preschool program for 4-year-olds. State lottery revenues generate funding for the program, which is provided in a variety of settings including public schools, private child-care centers, faith-based organizations, Head Start agencies, state colleges and universities, and military facilities. The program also received funding to serve 3,236 children in Summer Transition programs during the 2017-2018 school year.

An evaluation of the program, launched in 2011 by the Georgia General Assembly, is underway. Researchers from the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill have released data on the first two phases of the study following children who attended Georgia's Preschool Program through kindergarten and first grade, finding demonstrated significant gains for children participating in the program across all domains of learning. Researchers are continuing to follow the representative sample of children through fifth grade. In addition, the DECAL has commissioned studies related to professional development for teachers and the summer transition program.

Budgetary constraints during the 2011-2012 school year prompted the state to adopt a higher student-teacher ratio of 11:1, with maximum class size growing to 22 students, still in effect.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
8	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
27	35

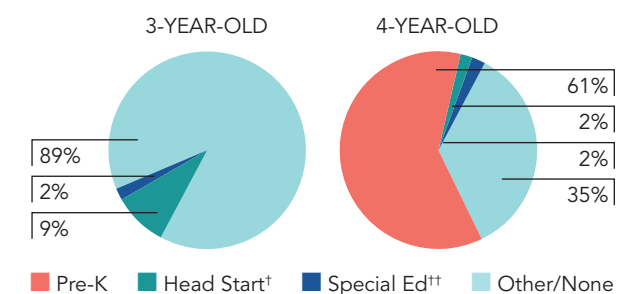
TOTAL BENCHMARKS MET
8

GEORGIA'S PRE-K PROGRAM

ACCESS

Total state pre-K enrollment	80,536
School districts that offer state program	100% (counties)
Income requirement	No income requirement
Minimum hours of operation	6.5 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	9,983
Federally funded Head Start enrollment, ages 3 and 4	20,127
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	GA PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/school year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	22 (4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:11 (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

8

RESOURCES

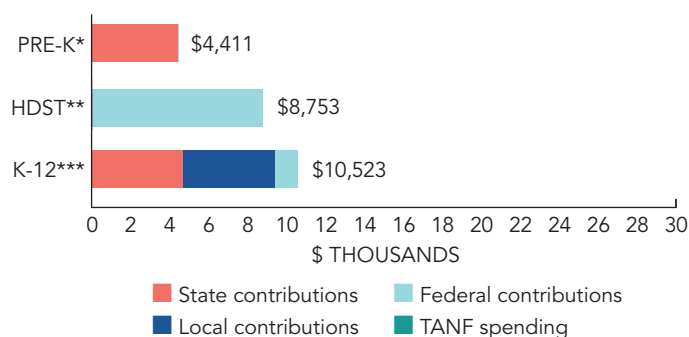
Total state pre-K spending	\$355,281,106
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$4,411
All reported spending per child enrolled*	\$4,411

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

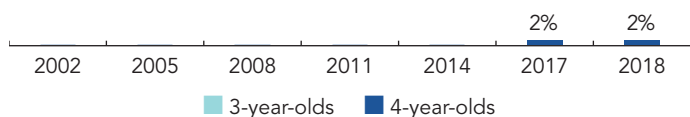
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

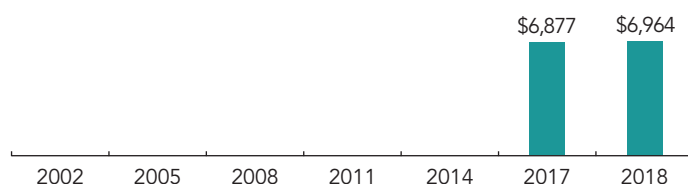


Hawaii

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Hawaii preschool enrolled 373 children in 2017-2018, a decrease of 3 children from the prior year. State funding totaled \$2,597,734, up \$11,861 (0.5%), adjusted for inflation, since last year. State spending per child equaled \$6,964 in 2017-2018, up \$87 from 2016-2017, adjusted for inflation. Hawaii met 7 of 10 quality standards benchmarks.

WHAT'S NEW

In 2017-2018, funds were provided through the legislature to implement an Early Learning Induction Program required for school teams prior to opening a new Executive Office on Early Learning (EOEL) Public Prekindergarten Program classroom. This professional learning opportunity helped school principals prepare to open new classrooms.

EOEL was able to open one additional Public Prekindergarten Program classroom at each of five schools during the 2018-2019 school year, allowing the state to increase access to high quality early learning programs for 100 additional preschool children in Hawaii. In addition, the Hawaii Department of Human Services was awarded \$965,530 under the Preschool Development Grant Birth through Five in December 2018.

BACKGROUND

EOEL launched Hawaii's first publicly funded pre-K program in 2014-2015 with an initial \$3 million investment. Shortly after, EOEL became attached to Hawaii's Department of Education (DOE) for administrative purposes, though EOEL is not considered a part of the DOE. All of Hawaii's publicly funded pre-K classrooms are in public schools, as mandated by a provision in the Hawaii state constitution barring distribution of public funds to privately run education programs.

In Hawaii, public pre-K programs serve 4-year-old children, with priority given to students considered to be "at-risk," including those from low-income families, now defined as 300% FPL. The EOEL Public Prekindergarten Program is required to operate on the same schedule as public elementary schools, providing services for 1,080 hours a year.

Teachers in the EOEL Public Prekindergarten Program are part of the Hawaii State Teachers Association and, as such, receive salary and benefit parity with teachers in K-12 classrooms. Lead teachers in the Public Prekindergarten Program are required to have a bachelor's degree with licensure, while assistant teachers are required to have an associate's degree. The union contract requires all lead teachers to participate in 21 hours of in-service training each year. At least 60 additional hours per year of EOEL-led professional development in Early Childhood Education are also required for lead teachers in the EOEL Public Prekindergarten Program.

EOEL Public Prekindergarten Program classrooms receive CLASS observations twice a year, and formative child assessments using Teaching Strategies GOLD are conducted throughout the year with three checkpoints. In addition, all programs undergo fiscal monitoring annually and a review of program records more than once per year.

In 2014, Hawaii was awarded a federal Preschool Development Grant (PDG), administered by the Hawaii State Public Charter School Commission. Under the grant, 259 preschool children were served in charter schools across four islands during the 2017-2018 school year. In some PDG classrooms, there is a specific focus on Hawaiian culture instruction including infusion of cultural elements into instruction, Hawaiian immersion programs, classrooms with culture and language embedded throughout instruction, and family engagement activities.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
45	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
11	22

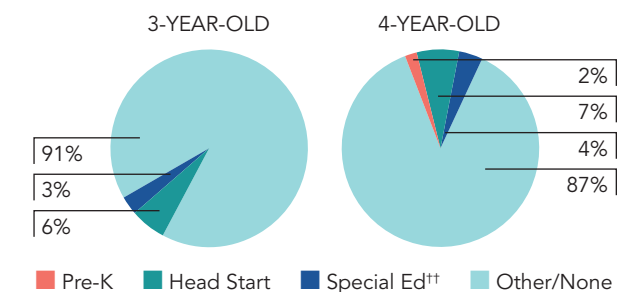
TOTAL BENCHMARKS MET
7

HAWAII'S EXECUTIVE OFFICE ON EARLY LEARNING PUBLIC PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	373
School districts that offer state program	100%
Income requirement	300% FPL
Minimum hours of operation	30.5 hours/week; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	1,532
Federally funded Head Start enrollment, ages 3 and 4	2,326
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	HI PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Elem. Ed	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	AA (ECE not required)	CDA or equivalent	<input type="checkbox"/>
Staff professional development	21 hours/year (teachers only); PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Full physical exam (includes vision & hearing)	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

RESOURCES

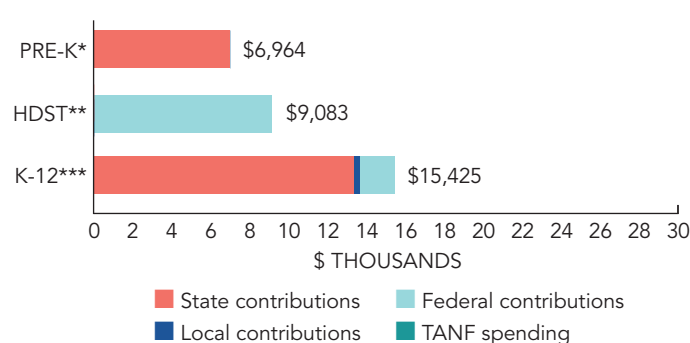
Total state pre-K spending	\$2,597,734
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$6,964
All reported spending per child enrolled*	\$6,964

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



NO PROGRAM

Idaho does not have a state funded preschool program, but some TANF money goes to early education. The state invests \$1.5 million in TANF funding to support 162 slots for Head Start. Additionally, in 2018 the Migrant Seasonal Head Start Program received \$550,000 to serve 28 children through an Early Head Start Child Care Partnership Grant in Canyon and Twin Fall Counties.

Idaho's Early Learning eGuidelines cover a broad range of early learning domains, including: motor development, physical well-being, and health; approaches to learning and cognitive development; general knowledge; social-emotional development; and communication, language, and literacy. Approaches to learning, social and emotional development, and cognition domains include guidance through third grade while the other domains cover birth through kindergarten. The eGuidelines are aligned with the Idaho Core Standards, the Head Start Child Outcome Framework, and the National Association for the Education of Young Children (NAEYC) standards. The Idaho State Head Start Collaboration Office, with the Idaho Department of Education, is planning to revise the Early Learning eGuidelines in 2019.

The Idaho STARS project is a multi-agency collaboration and operates in all 7 regions of the state. Idaho STARS encompasses four core function areas: Continuous Quality Improvement, Professional Development System (PDS), Operations and Policy, and Outreach. These core function areas include Idaho's QRIS – Steps to Quality (STQ), Professional Development System Registry, Training Development, Program Assessment, Child Care Health Consultants, Child Care Resource and Referrals, State Licensing and Subsidy support, and Training and Academic Scholarships. Participation in Idaho STARS is voluntary. Steps to Quality enrollment increased by 5% while the PDS Registry enrollment increased by 11% from January 2017 to January 2018.

A coalition of early childhood advocates continues to advance efforts for state investments in high-quality preschool options, and several polls have shown that close to 80% of respondents are supportive of state investments in early learning options for Idaho families. Idaho's early learning supporters continue outreach and education for early learning and have formed Preschool the Idaho Way as an effort to galvanize and organize support. Optimistically, program work is currently underway to offer planning and implementation grants in key Idaho areas that will allow local communities to create and sustain preschools that are centered by a collaborative community effort to increase high-quality preschool seats in their area.

While early learning supporters take meaningful steps to ensure that Idaho meets the demand for early education, the Statehouse has failed to move with the same urgency. The Idaho School Readiness Act is one policy solution that has been proposed to address needed state investments in quality programs for 4-year-old children. During the 2019 session, the bill failed an initial vote to be printed and considered in the House Education Committee, despite having the support of the Chair and Vice-Chair. Although Idaho residents appear to be in favor of early learning investments, the Idaho legislature has failed to pass meaningful legislation to address state-funded preschool.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

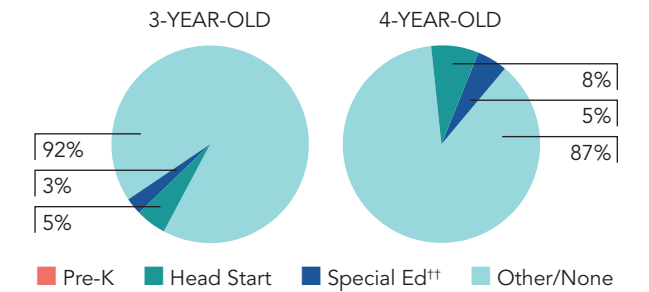
RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	2,133
Federally funded Head Start enrollment, ages 3 and 4	2,942
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

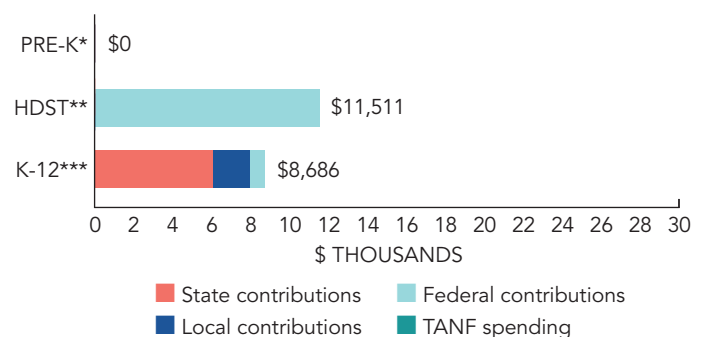
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

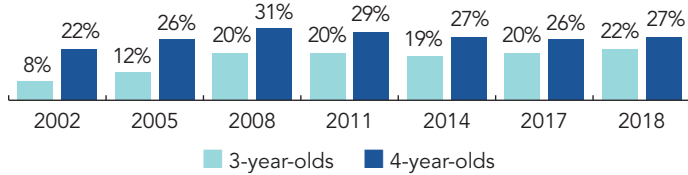
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

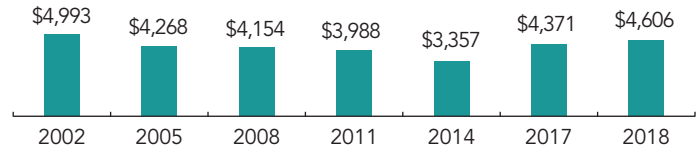


Illinois

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Illinois preschool enrolled 75,139 children in 2017-2018, an increase of 3,132 children from the prior year. State funding totaled \$346,097,978, up \$31,330,320 (10%), adjusted for inflation, since last year. State spending per child equaled \$4,606 in 2017-2018, up \$235 from 2016-2017, adjusted for inflation. Illinois met 8 of 10 quality standards benchmarks.

WHAT'S NEW

The Illinois General Assembly appropriated an additional \$50 million dollars to the Early Childhood Block Grant (ECBG) for the 2017-2018 school year, resulting in an enrollment increase of over 3,500 children. In addition, the Illinois legislature passed legislation addressing chronic absenteeism and suspension and expulsion in preschool programs. Also, the Illinois Office of the Governor was awarded \$3,702,937 under the Preschool Development Grant Birth through Five in December 2018.

BACKGROUND

The Illinois Prekindergarten Program for At-Risk Children was founded in 1985. The Illinois Preschool for All initiative began in 2006 with the goal of providing pre-K to all 3- and 4-year-olds by 2012. The program operates now in all counties, however, enrollment priority continues to be for children who are considered at-risk. This is due to budget constraints preventing the ability to serve all children who might wish to attend. The program is funded through the state Early Childhood Block Grant (ECBG), which also supports the Prevention Initiative for children birth to age three. ECBG funding must be used to serve children age three or younger, in addition to 4-year-olds.

Funding for Preschool for All is awarded on a competitive basis to public schools, private child care, Head Start, faith-based centers, higher education institutions, and regional offices of education. To be eligible, children must have at least two risk factors, such as low income, history of family neglect, violence, or abuse, exposure to drug or alcohol abuse in the family, developmental delays, low parent education, and homelessness or unstable housing. A second level of priority for Preschool for All enrollment includes families with incomes at 400% of FPL, but currently there is no funding available for programs to serve children at this second priority level.

Preschool for All programs are required to provide instruction in children's home language if there are 20 or more English Language Learners (ELLs) with the same home language enrolled in a program. All pre-K teachers are required to meet bilingual education certification requirements. Language of instruction is determined locally if there are fewer than 20 ELLs with the same home language, however English as a Second Language and other home language supports may be provided.

Federal grant funding has supported enhancement in both preschool program implementation and access in Illinois. The Preschool Development Grant, awarded to Illinois in 2014, supported 2,745 new preschool slots and 2,170 enhanced preschool slots during the 2017-2018 school year. In addition, Race to the Top grants allowed Illinois to implement a Quality Recognition and Improvement System (QRIS) called ExceleRate Illinois, revise and align the Illinois Early Learning and Development Standards with Common Core State Standards and the Head Start Framework, and, in the 2017-2018 school year, implement the Kindergarten Individual Development Survey (KIDS) assessment.

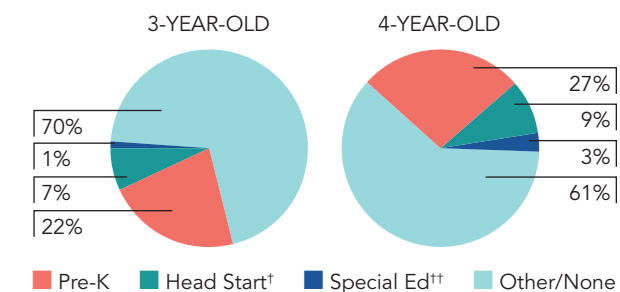
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
26	3	24	32	8

ILLINOIS PRESCHOOL FOR ALL

ACCESS

Total state pre-K enrollment	75,139
School districts that offer state program	100% (counties/parishes)
Income requirement	No income requirement
Minimum hours of operation	2.5 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	21,634
Federally funded Head Start enrollment, ages 3 and 4	26,960
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	IL PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Educator License	CDA or equivalent	<input type="checkbox"/>
Staff professional development	120 hours/5 years (teachers only); PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

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RESOURCES

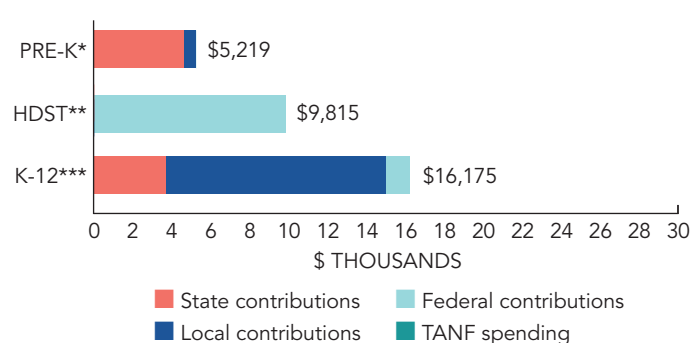
Total state pre-K spending	\$346,097,978
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$4,606
All reported spending per child enrolled*	\$5,219

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

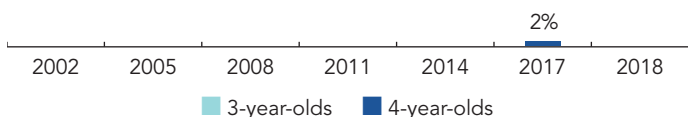
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

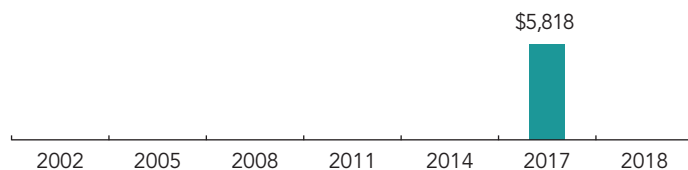


Indiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



NO PROGRAM

The state of Indiana does not offer a state-funded preschool program according to definitions used in this report. However, Indiana operates a preschool program with the goal of expanding enrollment of low-income 4-year-old children in high-quality early childhood education. The On My Way Pre-K program was signed into law in 2014 to provide grants to eligible, low-income 4-year-old children for qualified early education services, and operated across four counties in 2014-2015. The 2015-2016 school year marked the first full year of the On My Way Pre-K program, and in 2016-2017, the program operated in five counties. During the 2017-2018 school year, 2,423 children were enrolled in On My Way Pre-K, supported by \$4.5 million in state funding as well as \$9.6 million in federal funding. However, beginning with the 2017-2018 school year, eligibility for On My Way Pre-K was targeted towards low income families who were working and/or attending an accredited or certified education or training program. A longitudinal study through third grade of the preschool children supported by these grants and a control group will be completed by Purdue University.

During the 2013 legislative session, the Indiana General Assembly enacted the Early Education Matching Grant (EEMG) through 2018. EEMG has now been consolidated with On My Way Pre-K.

In 2017, the Indiana General Assembly passed new legislation to expand access to preschool to an additional 15 counties by the 2018-2019 school year. The new legislation also makes previously approved EEMG sites eligible to accept On My Way Pre-K grants, adding another eight individual sites in additional counties to the 2018-2019 expansion. Under the new legislation, all pre-K providers must be eligible to accept CCDF funding, providing families with a guaranteed 53-week subsidy period and continuity of care for their child if needed before and after kindergarten, if the family remains eligible at reauthorization.

On My Way Pre-K and EEMG both require services to be delivered via public schools, licensed or registered child care providers who have achieved Level 3 or Level 4 in Paths to QUALITY™, and, for On My Way Pre-K, accredited private schools. The programs have encouraged expansion of the number of Level 3 and Level 4 high-quality programs in Indiana, affecting not only the 4-year-old children enrolled with state funding, but also other children enrolled in these programs. Together, On My Way Pre-K and EEMG also have increased the number of high-quality slots in Indiana for low-income children, who now have an opportunity to both attend pre-K and to be better prepared for kindergarten.

Looking ahead, at the end of 2018, the Indiana Family and Social Services Administration was awarded \$6,895,336 under the Preschool Development Grant Birth through Five competition to build a robust system of coordinated supports for Hoosier families. These supports will increase opportunities for infants and toddlers and there will be greater access to well-educated, trained early educators who can facilitate seamless transitions to early elementary school.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

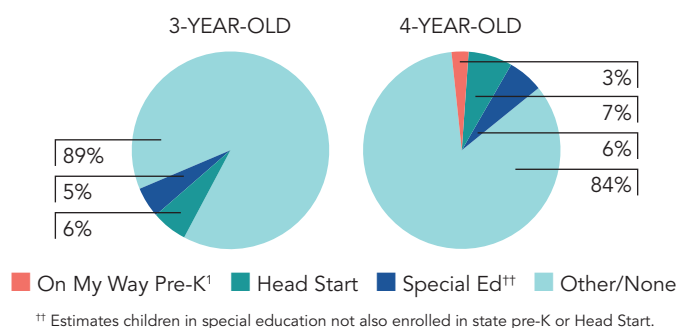
TOTAL BENCHMARKS MET
No Program

INDIANA

ACCESS

Total state pre-K enrollment	0 ¹
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	10,744
Federally funded Head Start enrollment, ages 3 and 4	11,695
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

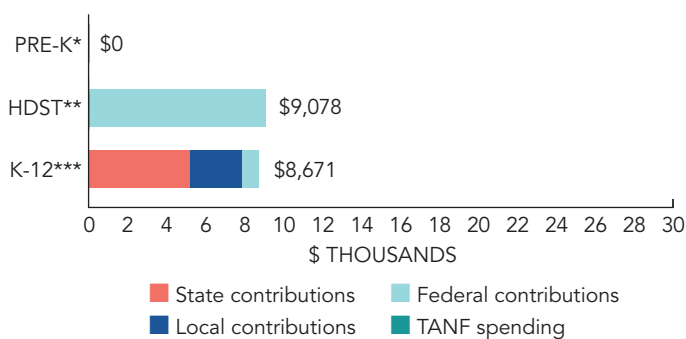
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

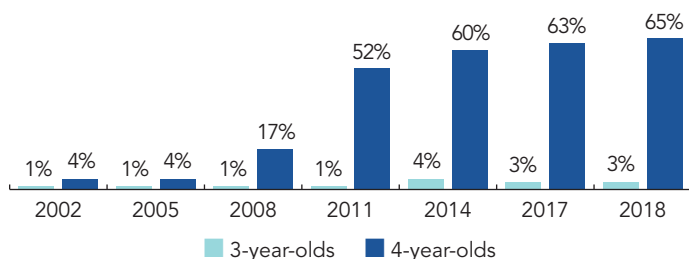
SPENDING PER CHILD ENROLLED



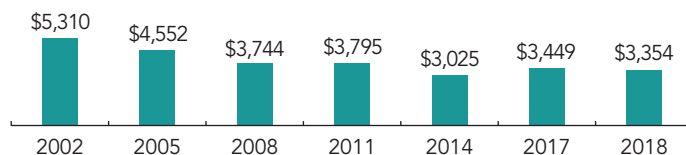
¹ On My Way Pre-K no longer meets the definition of a state-funded preschool program used in this report. However, the state spent \$4,541,885 to enroll 2,423 children in this program.

Iowa

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Iowa preschool programs enrolled 27,451 children in 2017-2018, an increase of 1,141 children from the prior year. State funding totaled \$86,997,650, up \$327,735 (0.4%), adjusted for inflation, since last year. State spending per child equaled \$3,354 in 2017-2018, down \$96 from 2016-2017, adjusted for inflation. Iowa met an average of 7.9 of 10 quality standards benchmarks.

WHAT'S NEW

The Iowa Department of Management was awarded a Preschool Development Grant Birth through Five award in 2018 for \$2.19 million to develop an integrated data system to strengthen professional development networks for the early childhood workforce, inform families of high-quality early childhood programs, and to support the state's strategic planning and decision making.

Funding for Shared Visions was reduced in fiscal years 2018 and 2019 resulting in fewer children served and a reduction in comprehensive services being offered to families. New legislation also passed allowing Statewide Voluntary Preschool Program providers more flexibility in using unspent funds for general (non-preschool) purposes.

BACKGROUND

Iowa has two state-funded preschool programs: Shared Visions and the Statewide Voluntary Preschool Program (SWVPP). The Shared Visions program has provided services to 3-, 4-, and 5-year-olds since 1989 through competitive grants to public schools, licensed non-profit child care centers, other public non-profit agencies, and Head Start. Shared Visions serves children in part-, school-, or extended-day programs, and all programs are required to meet NAEYC standards.

In 2007, Iowa began the SWVPP to increase 4-year-olds' access to preschool. All 4-year-olds in the state are eligible to attend SWVPP. Funding for SWVPP is based on a school funding formula in which 4-year-olds are funded at 50% of the K-12 student aid amount. SWVPP operates at least 10 hours per week and programs may collaborate with Head Start, other preschool programs, or child care programs to provide the SWVPP and/or offer full-day services.

Both SWVPP and Shared Visions have undergone formal evaluations and an additional evaluation is currently underway for the SWVPP. Internal evaluations are completed annually for the SWVPP. Additionally, as part of the state longitudinal data system, all children enrolled in both programs receive a unique state identification number. Beginning in the 2016-2017 school year, the Differentiated Accountability Model was scaled statewide to offer universal, supplemental, or intensive supports as needed.

An important difference between the two state-funded preschool programs concerns child eligibility. Shared Visions is a targeted program where at least 80% of children are required to meet income eligibility guidelines (family income at or below 130% FPL). Children can also qualify for the program based on other risk factors but may be required to pay a fee based on a sliding scale. Services within this program are provided in 31 locations (through 32 grants), representing less than 7% of school districts. In addition, services are provided in 34 other community-based locations, representing 16 organizations (through 35 grants). In contrast, SWVPP is available in 97% of school districts and all children in the state who turn 4 by September 15 are eligible to attend.

Shared Visions lead teachers are required to have at least a BA degree if they are employed by public schools. Lead teachers employed by nonpublic settings follow NAEYC standards which require at least 75% to have a BA in ECE or a related field. The other teachers are required to have at least an AA degree in ECE or CD. All SWVPP lead teachers must have at least a BA and an Iowa teaching license with an early childhood endorsement.

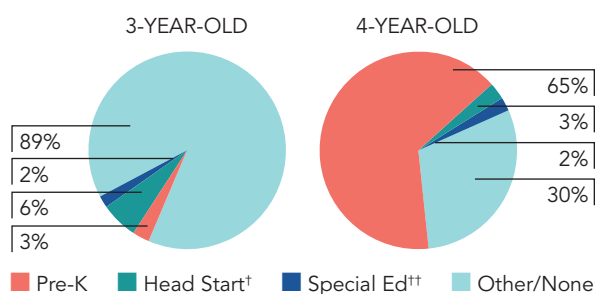
Iowa's overall support for state-funded preschool, including enrollment and funding for both Shared Visions and SWVPP, is depicted in the first two pages of this state profile. The third page focuses solely on Shared Visions and the fourth page provides information on SWVPP.

IOWA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	27,451
Special education enrollment, ages 3 and 4	3,754
Federally funded Head Start enrollment, ages 3 and 4	5,656
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

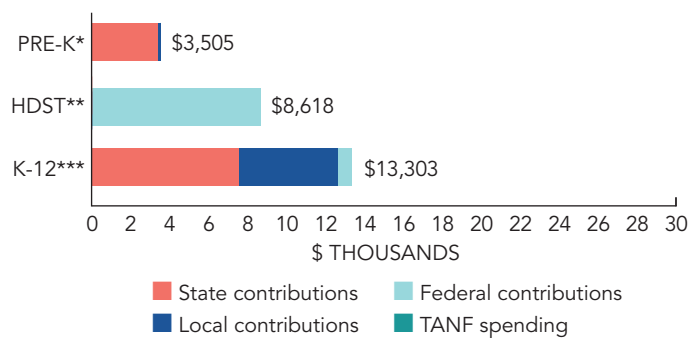


[†] Estimates children in Head Start not also enrolled in state pre-K.
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$86,997,650
State Head Start spending	\$0
State spending per child enrolled	\$3,354
All reported spending per child enrolled*	\$3,505

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
7	19

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
36	40

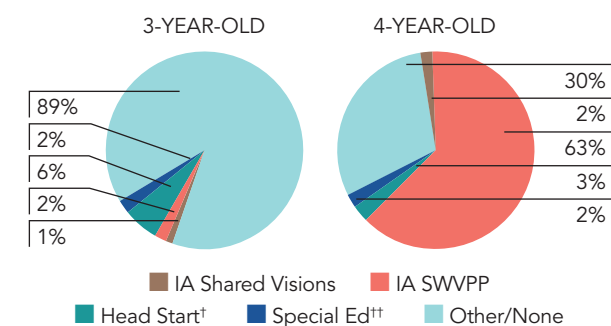
TOTAL BENCHMARKS MET
7.9

IOWA SHARED VISIONS

ACCESS

Total state pre-K enrollment	1,331
School districts that offer state program	37% (counties)
Income requirement	130% FPL
Minimum hours of operation	Determined locally
Operating schedule	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.

†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	IA SHARED VISIONS REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years (public teachers); 6 clock hours/year (nonpublic teachers & assistants); PD plans; Coaching (public only)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (Every 5 years and determined locally); Data used for program improvement at the local level only	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

RESOURCES

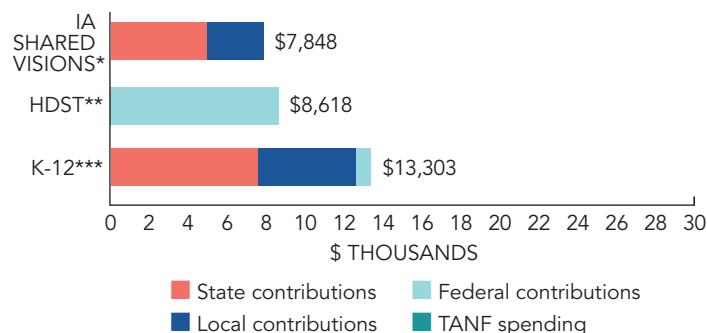
Total state pre-K spending	\$6,527,709
Local match required?	Yes
State spending per child enrolled	\$4,904
All reported spending per child enrolled*	\$7,848

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

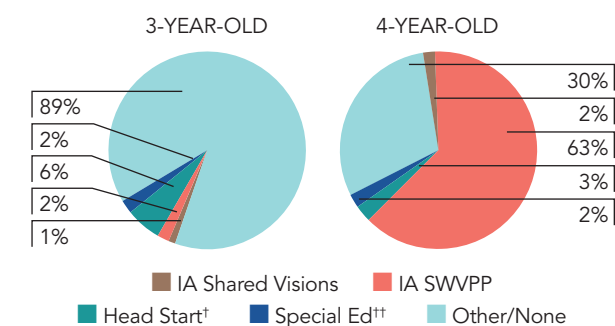


IOWA STATEWIDE VOLUNTARY PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment	26,120
School districts that offer state program	98%
Income requirement	No income requirement
Minimum hours of operation	10 hours/week
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.

†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	IA SWVPP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA with Iowa Teaching License	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Depends on overseeing agency	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year recommended (teachers only); PD plans; Coaching (public only)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

8

RESOURCES

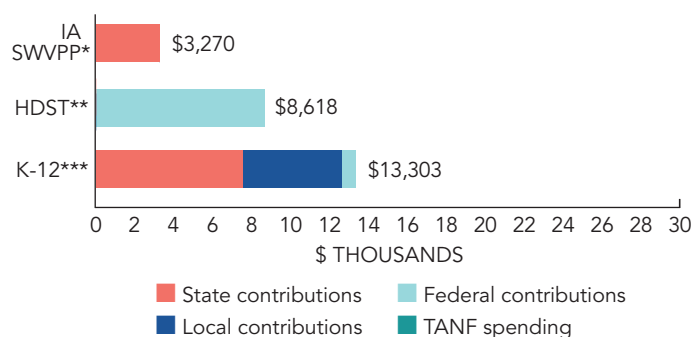
Total state pre-K spending	\$80,469,941
Local match required?	No
State spending per child enrolled	\$3,270
All reported spending per child enrolled*	\$3,270

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

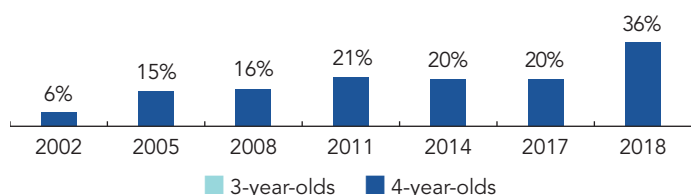
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

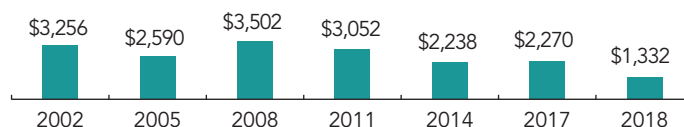


Kansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Kansas preschool programs enrolled 14,022 children in 2017-2018, an increase of 6,011 children from the prior year. State funding totaled \$14,549,792 and \$4,132,317 in TANF funds were also used to support the program, up \$494,628 (3%), adjusted for inflation, since last year. State spending per child (including TANF funds) equaled \$1,332 in 2017-2018, down \$938 from 2016-2017, adjusted for inflation. Kansas met an average of 4 of 10 quality standards benchmarks.

WHAT'S NEW

In 2018, Kansas was awarded \$4,482,305 under the Preschool Development Grant Birth through Five to engage in a collaborative effort to shape the state's future direction for early childhood in 2019.

BACKGROUND

Kansas supports two state-funded prekindergarten programs. The first, established in 1998, is the State Pre-K 4 Year Old At-Risk Program (also known as the State Pre-Kindergarten Program and the preschool-aged at-risk program). The second is the Kansas Preschool Pilot, first offered in the 2006-2007 school year.

The State Pre-K 4 Year Old At-Risk Program, operated by the Kansas Department of Education (KSDE), was available in 197 out of 286 school districts during the 2017-2018 school year, and increased to 216 districts in 2018-2019. To be eligible, four-year-old children must meet at least one of eight risk factors: eligibility for free lunch (130% FPL), academic or developmental delay based upon validated assessments, Limited English Proficiency status, migrant status, a parent lacking a high school diploma or GED, having a single parent, having a teen parent, or having a referral from the Kansas Department for Children and Families.

The Kansas Preschool Pilot (KPP), also operated by the KSDE, is available in 12 sites, serving 14 of 105 counties. KPP was first funded exclusively with tobacco settlement dollars, and then later funded exclusively by TANF in 2016-2017 and 2017-2018. Beginning in 2018-2019, KPP is funded by both tobacco settlement dollars and TANF.

In the 2017-2018 school year, KSDE significantly restructured the program to align with the State Pre-K 4 Year Old At-Risk Program, naming the consolidated application the Early Learning Kansans (ELK) Program. Both programs use the Kansas Early Learning Standards, aligned with Kansas Curricular Standards, and Pre-K providers may participate in both programs. In addition to funding the 12 KPP sites, KSDE used TANF KPP funds to supplement the State Pre-K 4 Year Old-At Risk Program slots. This supplemental funding was provided to 202 of the state's school districts. However, in 2018-2019 KSDE reverted back to administering the programs separately.

Kansas also funds the Kansas Parents as Teachers Program, serving families with children from prenatal to 72 months. This program, also managed by KSDE, offers services through local school districts and coordination with other communities.

Kansas' overall support for state-funded preschool, including enrollment and funding for both the Kansas Preschool Pilot and the State Pre-K 4 Year Old At-Risk Program, is depicted in the first two pages of this state profile. The third page focuses solely on the Kansas Preschool Pilot and the fourth page provides information on the State Pre-K 4 Year Old At-Risk Program.

KANSAS STATE OVERVIEW

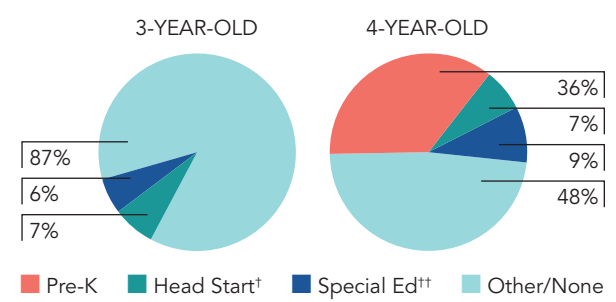
ACCESS

Total state pre-K enrollment	14,022
Special education enrollment, ages 3 and 4	6,914
Federally funded Head Start enrollment, ages 3 and 4	5,399
State-funded Head Start enrollment, ages 3 and 4.....	0

RESOURCES

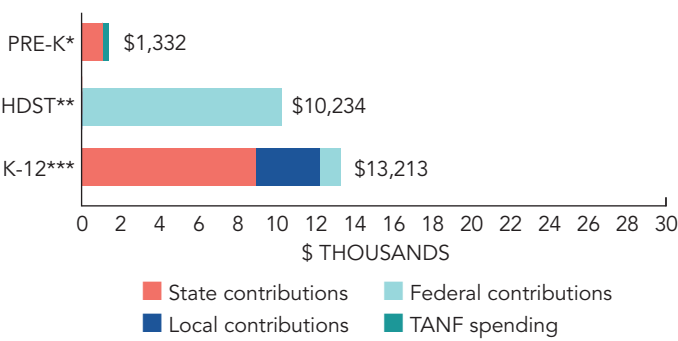
Total state pre-K spending	\$18,682,109
State Head Start spending	\$0
State spending per child enrolled	\$1,332
All reported spending per child enrolled*	\$1,332

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
15	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
44	44

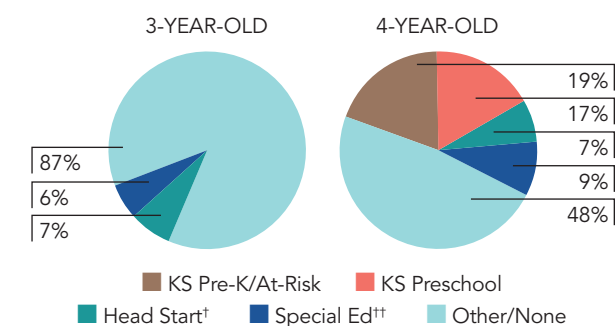
TOTAL BENCHMARKS MET
4

KANSAS PRESCHOOL PILOT

ACCESS

Total state pre-K enrollment	6,758
School districts that offer state program	13% (counties)
Income requirement	185% FPL
Minimum hours of operation	465 hours/year
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.

†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	KS PRESCHOOL PILOT REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, Elem. Ed.	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	25 (4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Referrals not required	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

4

RESOURCES

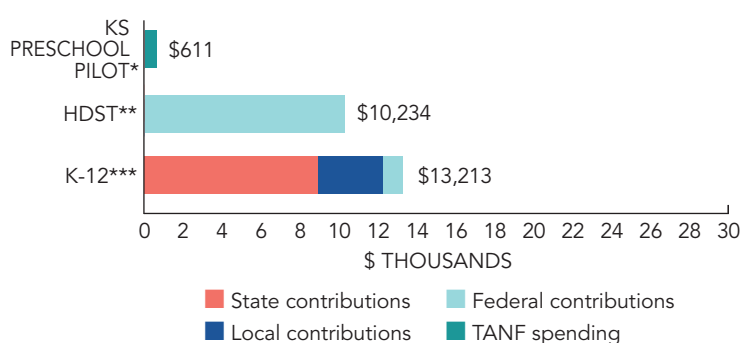
Total state pre-K spending	\$4,132,317
Local match required?	No
State spending per child enrolled	\$611
All reported spending per child enrolled*	\$611

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

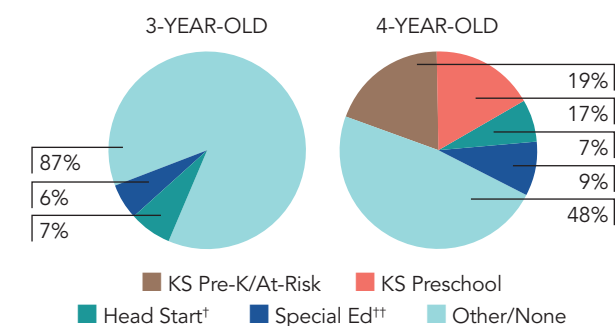


KANSAS STATE PRE-K 4-YEAR-OLD AT-RISK PROGRAM

ACCESS

Total state pre-K enrollment	7,264
School districts that offer state program	69%
Income requirement	130% FPL
Minimum hours of operation	465 hours/year
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.

†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	KS STATE PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, Elem. Ed.	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	25 (4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Referrals not required	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

4

RESOURCES

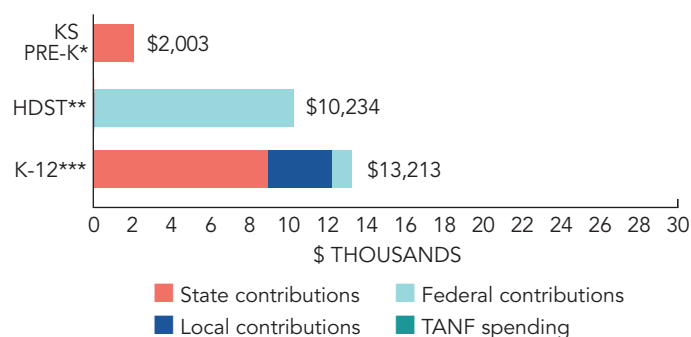
Total state pre-K spending	\$14,549,792
Local match required?	No
State spending per child enrolled	\$2,003
All reported spending per child enrolled*	\$2,003

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

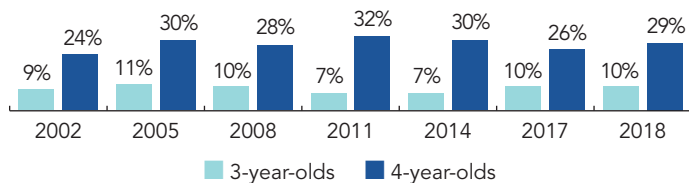
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

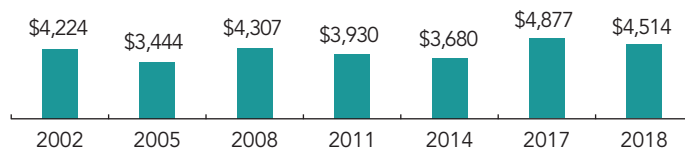


Kentucky

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Kentucky preschool enrolled 21,270 children in 2017-2018, an increase of 1,835 children from the prior year. State funding totaled \$96,011,951, up \$1,226,477 (1%), adjusted for inflation, since last year. State spending per child equaled \$4,514 in 2017-2018, down \$363 from 2016-2017, adjusted for inflation. Kentucky met 7 of 10 quality standards benchmarks.

WHAT'S NEW

The Commonwealth of Kentucky was awarded a Preschool Development Grant Birth through Five award in 2018 for \$10.62 million to strengthen its comprehensive early childhood system to support all young children and their caregivers, with an emphasis on highly vulnerable children and children in rural or limited accessibility areas of the state.

In 2018-2019, Kentucky began a new monitoring system, the Kentucky Preschool Evaluation System, which is aligned with the Kentucky All STARS quality rating system and requires all programs to be evaluated once every three years during a six-year cycle.

BACKGROUND

The Kentucky Preschool Program (KPP), launched in 1990, is available to 4-year-olds from low-income families, as well as 3- and 4-year-olds with disabilities. KPP programs operate either half- or full-day, for at least 2.5 hours per day, four or five days per week. Income eligibility increased from 150% to 160% of FPL beginning with the 2015-2016 school year. Children who do not meet state eligibility requirements may still participate, depending on space availability, although they are funded either by the school district or tuition rather than state dollars.

KPP is administered by the Kentucky Department of Education (KDE), Office of Special Education and Early Learning, Division of IDEA Implementation and Preschool, School Readiness Branch. Funds are distributed to school districts through a funding formula. Each of Kentucky's 173 school districts offered KPP services in 2017-2018. School districts may subcontract with private child care centers, Head Start programs, and special education providers to offer preschool services.

The KDE launched a grant program in 2016-2017 to encourage cooperative public/private partnerships between public school districts and child care providers to increase the number of Child Care Assistance Program (CCAP) eligible preschool children served in high-quality, full-day programs. High-quality is defined as achievement of three or more STARS in the state's QRIS.

All early childhood programs that receive public funds, including KPP, participate in the Kentucky All STARS quality rating system. In 2017-2018, the ECERS-3 was used to evaluate preschool classrooms.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
23	9

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
26	12

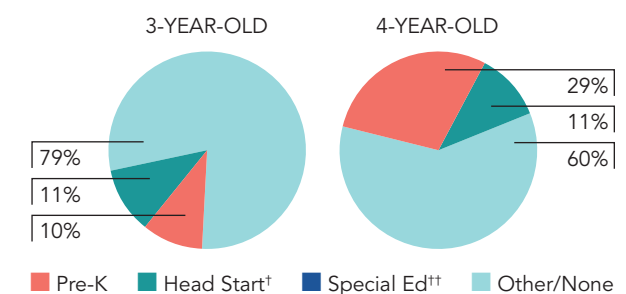
TOTAL BENCHMARKS MET
7

KENTUCKY PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment	21,270
School districts that offer state program	100%
Income requirement	160% FPL
Minimum hours of operation	2.5 hours/day
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	10,181
Federally funded Head Start enrollment, ages 3 and 4	13,294
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	KY PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	24 hours/year (teachers); 18 hours/year (assistants); PD plans (public teachers only); Coaching (certified teachers)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (every 5 years); Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

7

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

RESOURCES

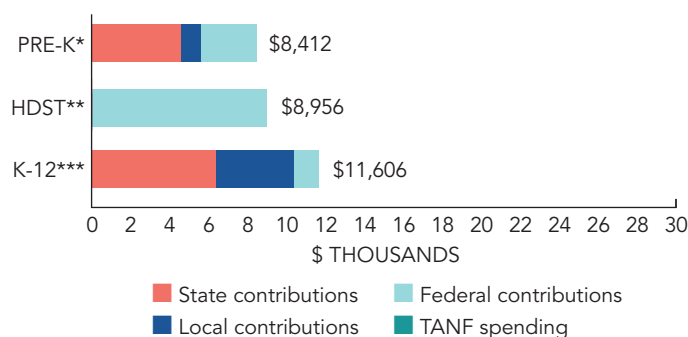
Total state pre-K spending	\$96,011,951
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$4,514
All reported spending per child enrolled*	\$8,412

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

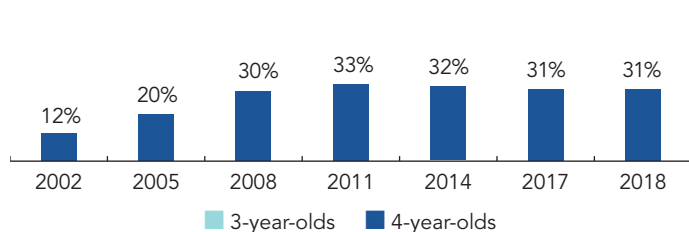
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

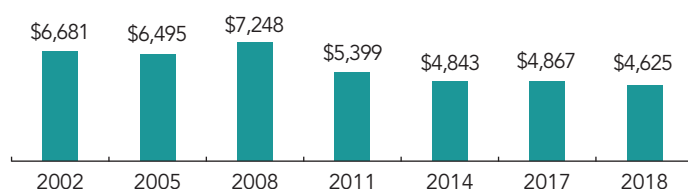


Louisiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Louisiana preschool programs enrolled 18,911 children in 2017-2018, a decrease of 143 children from the prior year. State funding totaled \$46,975,973 and \$40,492,803 in TANF funds were also used to support program, down \$5,276,434 million (6%), adjusted for inflation, since last year. State spending per child (including TANF funds) equaled \$4,625 in 2017-2018, down \$242 from 2016-2017, adjusted for inflation. Louisiana met an average of 8 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2017-2018 school year, all state-funded preschool classrooms were required to use Tier 1 curriculum. Additionally, on August 20, 2018, the eligibility requirement for LA 4 and NSECD changed from 185% FPL to 200% FPL. Finally, the Louisiana Department of Education (DOE) was awarded a Preschool Development Grant Birth through Five award in 2018 for \$7.1 million.

BACKGROUND

Louisiana has three distinct state funded preschool programs: the 8(g) Student Enhancement Block Grant Program (8(g)), the Cecil J. Picard LA 4 Early Childhood Program (LA 4), and the Nonpublic Schools Early Childhood Development Program (NSECD). The state also provides early childhood education through the federally funded Preschool Expansion Grant. Many school districts also use federal Title I funding to provide high-quality pre-K to 4-year-olds in public schools, typically adopting the same standards as LA4.

The first of Louisiana's state-funded pre-k programs, initially established in 1988, is the 8(g) Student Enhancement Block Grant Program. It was created to compensate for the loss of the Model Early Childhood Program when matching annual appropriations for that program ended. The 8(g) program serves 4-year-old children and priority is given to students who qualify for free or reduced-price lunch. However, if all income-eligible children are served, additional students may be served if they are deemed "developmentally unprepared." During the 2017-2018 school year, 65 out of 70 school districts in Louisiana offer this program, though funds for the program are available to any district that chooses to offer the program.

The largest of the three state-funded pre-K programs, The Cecil J. Picard LA 4 Early Childhood Program (LA 4) (formerly LA 4 and Starting Points), was established in 2001 and serves 4-year-old children in public schools, independent LEA charter schools, and tribal schools. Additionally, programs can subcontract with Head Start programs, private agencies, and non-independent LEA charter schools to deliver the LA 4 program. Teachers in LA 4 are required to have a minimum of a bachelor's degree and meet all the qualifications required for public school teachers, regardless of where the program is located. Eligibility for this program is based on income: all children must be at or below 185% FPL to enroll but as of August 2018, this was raised to 200% FPL. During the 2017-2018 school year, LA 4 was available in 64 of Louisiana's 70 school districts.

Also established in 2001, the Nonpublic Schools Early Childhood Development program (NSECD) supports high-quality pre-K for 4-year-olds in nonpublic settings. Teachers in the NSECD program are required to have a bachelor's degree and assistant teachers are required to have at least a CDA. NSECD has the same eligibility requirements as the LA 4 program. During the 2017-2018 school year, programs operated 15 out of 64 parishes in Louisiana. Funding is available for this program on a competitive basis.

During the 2012 session, the Louisiana Legislature passed Act 3, unifying multiple early childhood initiatives under the DOE and in collaboration with other state agencies. This system contains aligned program standards, a quality rating and improvement accountability system in which all programs receiving state and/or federal funds are required to participate, a unified professional development system, birth-through-five early learning and development standards, and a cross-agency integrated data system.

During the 2016-2017 school year, Louisiana completed its first full year of the unified rating and improvement system for all publicly funded child care, Head Start and pre-K sites. The state shared information for all programs serving children birth to age 5 via a family-friendly website, www.louisianaschools.com, which provides comparable information about program quality.

Louisiana's overall support for state-funded preschool, including enrollment and funding for 8(g), LA 4, and NSECD is depicted in the first two pages of this state profile. The third page focuses solely on 8(g), the fourth page provides information on LA 4, and the fifth page on NSECD.

LOUISIANA STATE OVERVIEW

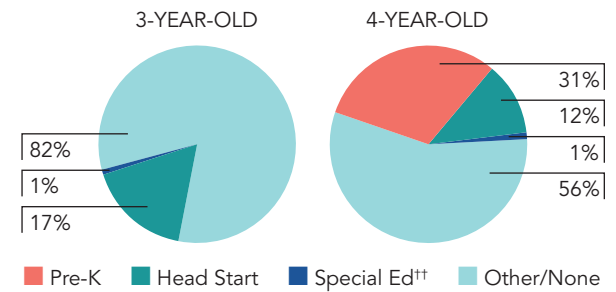
ACCESS

Total state pre-K enrollment	18,911
Special education enrollment, ages 3 and 4	4,831
Federally funded Head Start enrollment, ages 3 and 4	18,137
State-funded Head Start enrollment, ages 3 and 4.....	0

RESOURCES

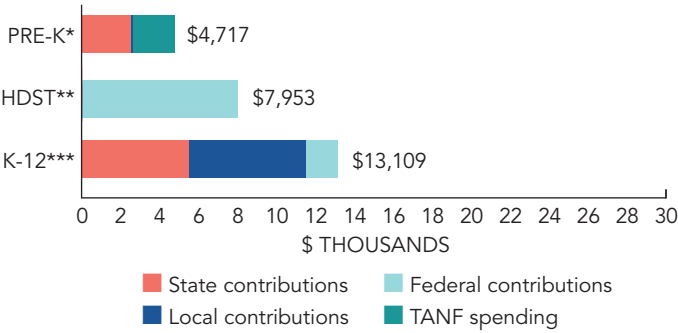
Total state pre-K spending	\$87,468,776
State Head Start spending	\$0
State spending per child enrolled	\$4,625
All reported spending per child enrolled*	\$4,717

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
20	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
23	33

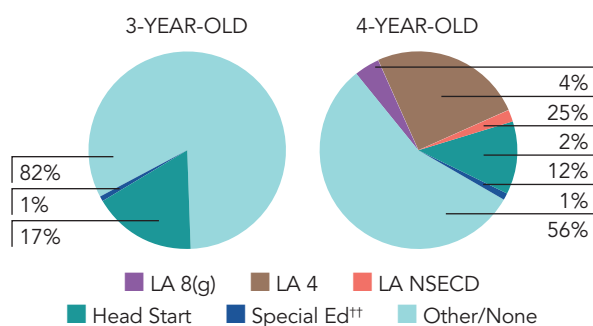
TOTAL BENCHMARKS MET
8

LOUISIANA 8(G) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

ACCESS

Total state pre-K enrollment	2,127
School districts that offer state program	93%
Income requirement	185% FPL
Minimum hours of operation	6 hours/day; 5 days/week
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	LA 8(G) REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Pre-K–3	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	18 hours/year	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Referrals	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

RESOURCES

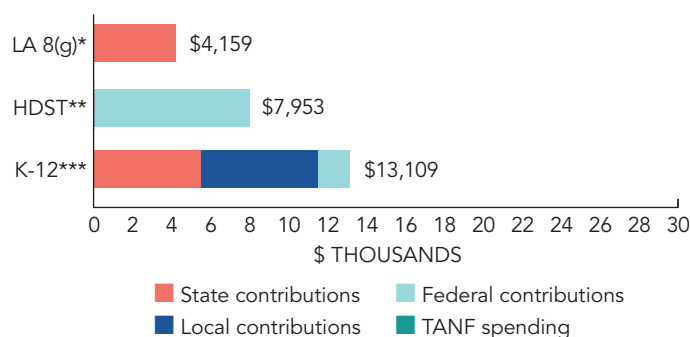
Total state pre-K spending	\$8,846,469
Local match required?	No
State spending per child enrolled	\$4,159
All reported spending per child enrolled*	\$4,159

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

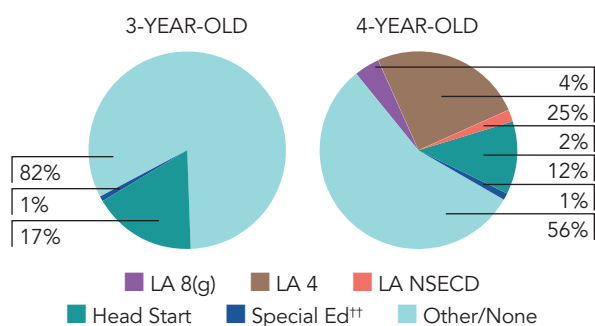


CECIL J. PICARD LA 4 EARLY CHILDHOOD PROGRAM

ACCESS

Total state pre-K enrollment	15,552
School districts that offer state program	91%
Income requirement	185% FPL
Minimum hours of operation	6 hours/day; 5 days/week
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	LA 4 REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Pre-K–3, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Other	CDA or equivalent	<input type="checkbox"/>
Staff professional development	18 hours/year	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, immunizations	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

8

RESOURCES

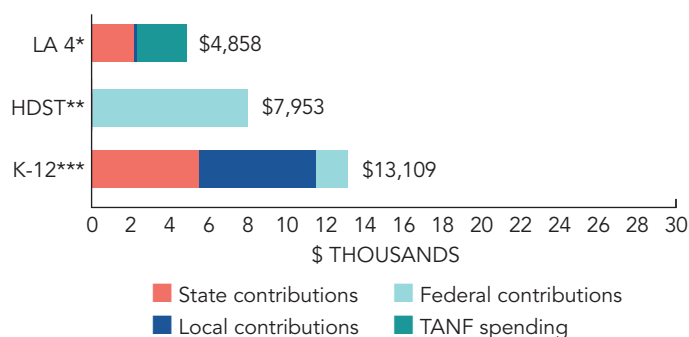
Total state pre-K spending	\$73,831,627
Local match required?	No
State spending per child enrolled	\$4,747
All reported spending per child enrolled*	\$4,858

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

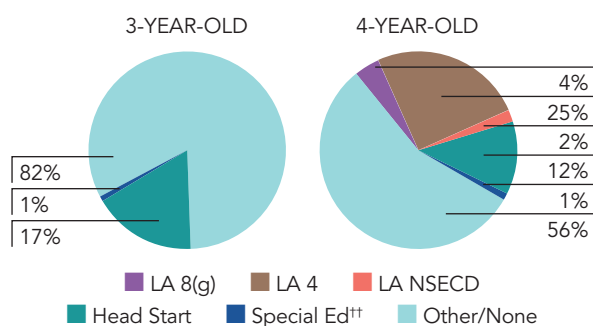


LOUISIANA NONPUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM (NSECD)

ACCESS

Total state pre-K enrollment	1,232
School districts that offer state program	23% (counties/parishes)
Income requirement	185% FPL
Minimum hours of operation	6 hours/day; 5 days/week
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	LA NSECD REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Pre-K–3, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	18 hours/year	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, immunizations	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

RESOURCES

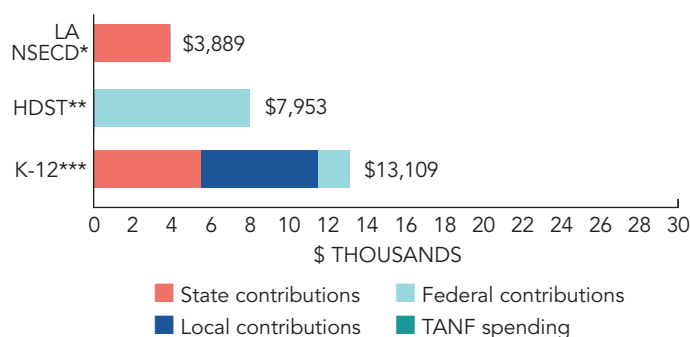
Total state pre-K spending	\$4,790,680
Local match required?	No
State spending per child enrolled	\$3,889
All reported spending per child enrolled*	\$3,889

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

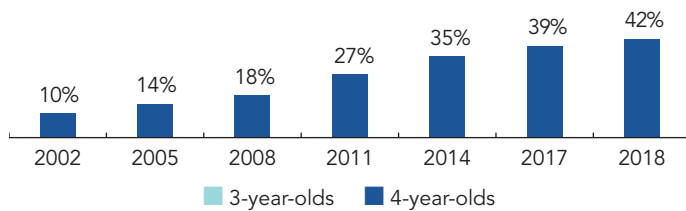
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

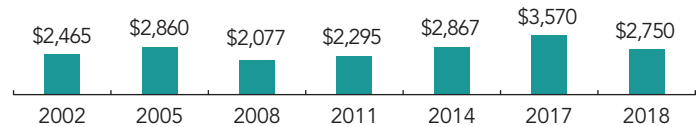


Maine

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Maine preschool enrolled 5,648 children in 2017-2018, an increase of 208 children from the prior year. State funding totaled \$15,533,631, down \$3,887,010 (20%), adjusted for inflation, since last year. State spending per child equaled \$2,750 in 2017-2018, down \$820 from 2016-2017, adjusted for inflation. Maine met 9 of 10 quality standards benchmarks.

WHAT'S NEW

The Maine Department of Education (DOE) was awarded a Preschool Development Grant Birth through Five award in 2018 for over \$1 million to conduct a needs assessment of programs and services for children birth to age five and their families to determine overlaps and gaps. After the completion of the needs assessment, Maine DOE, Department of Health and Human Services, and multiple stakeholders will create a strategic plan to guide their work in early childhood systems at both the state and local level.

BACKGROUND

Maine established its Two-Year Kindergarten initiative in 1983 by allocating resources to local districts through the school funding formula. Since 2007, state-funded programs for 4-year-olds have been separately defined as the Public Preschool Program (PPP), still funded through Maine's school funding formula, with distribution of funds to 146 of the 225 school administrative units (SAUs). PPP funds are available to any SAU choosing to offer the program.

PPP classrooms function as either stand-alone programs located in public schools or SAUs partner with community-based child care programs or Head Start agencies. Schools are required to provide a local match to draw down a per-pupil state subsidy. The required local match is part of the school funding formula based on property wealth.

Maine's Public Preschool Program Standards, promulgated as a regulation in December 2014, outlined programmatic changes including reduced child-staff ratio and group size, the use of evidence-based curricula, and child screening and assessments.

In 2014, Maine was awarded a federal Preschool Development Grant: Expansion Grant award. In 2017-2018, the grant supported 504 children through enhancing the quality of existing slots or creating new slots in PPP.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
12	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
38	25

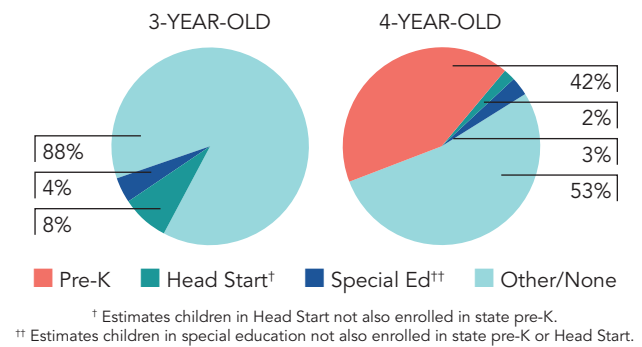
TOTAL BENCHMARKS MET
9

MAINE PUBLIC PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment	5,648
School districts that offer state program	65% (school administrative units)
Income requirement	No income requirement
Minimum hours of operation	2 hours/day
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	1,908
Federally funded Head Start enrollment, ages 3 and 4	2,308
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

POLICY	ME PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Educator Technician II	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	6 credit hours/5 years (teachers only); PD plans (teachers only)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	16 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

RESOURCES

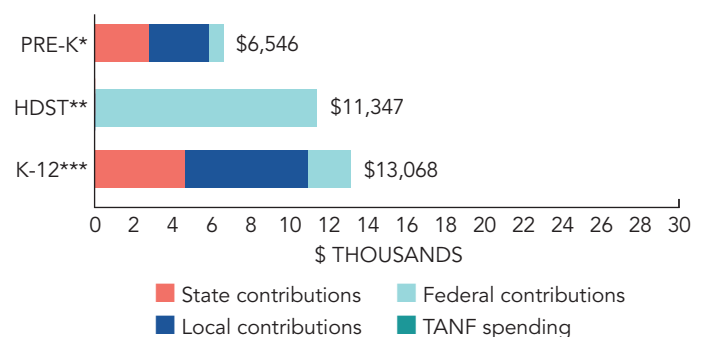
Total state pre-K spending	\$15,533,631
Local match required?	Yes
State Head Start spending	\$3,124,038
State spending per child enrolled	\$2,750
All reported spending per child enrolled*	\$6,546

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

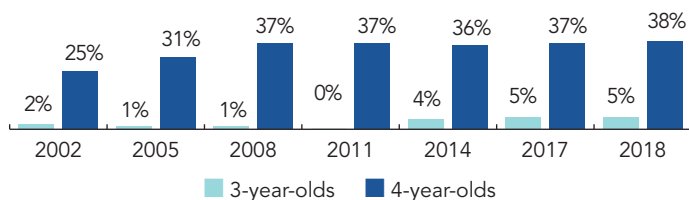
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

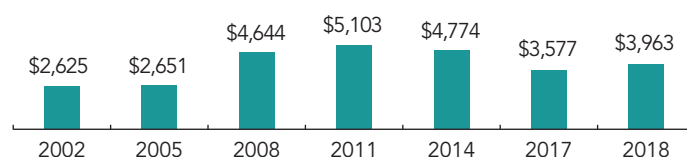


Maryland

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Maryland preschool enrolled 31,474 children in 2017-2018, an increase of 92 children from the prior year. State funding totaled \$124,726,542, up \$12,481,963 (11%), adjusted for inflation, since last year. State spending per child equaled \$3,963 in 2017-2018, up \$386 from 2016-2017, adjusted for inflation. Maryland met 7 of 10 quality standards benchmarks.

WHAT'S NEW

In 2018, HB 1415, "Education - Commission on Innovation and Excellence in Education" was passed by the Maryland legislature and signed into law. This Bill provides state funding beginning in FY 2020 for prekindergarten at the FY 2019 funding level when the federal Preschool Development Grant (PDG) expires. The Maryland Commission on Innovation and Excellence in Education (Kirwan Commission) is also in the process of finalizing recommendations that will expand access to full-day pre-K at no cost for 3- and 4-year olds from families with incomes up to 300% FPL through a mixed-delivery system. Through this plan, full-day pre-K will also be available to 4-year-olds between 300-600% FPL on a sliding scale. The plan will be phased in over 10 years. Also in 2018, the Maryland State Department of Education was awarded \$10.6 million under the Preschool Development Grant Birth through Five.

BACKGROUND

Maryland created the Extended Elementary Education Program (EEEP) in 1980 as a pilot preschool program in Baltimore City and Prince George's County. The Maryland Prekindergarten Program was started in 2002, giving local boards of education until 2007 to provide pre-kindergarten in public schools to all 4-year-olds from families with incomes at or below 185% FPL. The state provides funding through the school-funding formula.

Maryland enacted the Prekindergarten Expansion Act in 2014, adding \$4.3 million per year to increase access to full-day public pre-K for 4-year-olds from families with household incomes up to 300% FPL. That same year, Maryland was awarded a federal PDG of \$15 million per year to support pre-K for children in families with incomes at or below 200% FPL. That funding supported almost 4,300 children in new and enhanced quality state pre-K slots in 2017-2018.

The Division of Early Childhood (DEC) in the Maryland State Department of Education (MSDE) is responsible for early care and education. Funding for the Maryland Prekindergarten Program is based on the K-12 per pupil amount, prorated for the percent of children attending half- and full-day programs. DEC staff monitor pre-K programs annually using a self-developed checklist. State Pre-K programs are required to participate in Maryland EXCELS, the state's QRIS, and are able to access targeted technical assistance.

Maryland also has 54 "Judy Centers" located in Title 1 school districts that work collaboratively with elementary schools to offer comprehensive, year-round early learning services for children birth to age 6.

Through recommendations from the Kirwan Commission, prekindergarten supplemental grants were provided to local boards of education in which all additional prekindergarten students are provided full-day prekindergarten, for fiscal years 2018 through 2020. The supplemental prekindergarten grant for eligible local boards equals the State share of the per pupil foundation amount multiplied by the number of full-time equivalent eligible children enrolled in a public full-day pre-K program on September 30 of the previous school year. The grant program phases in between 2018 and 2020.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
13	15

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
31	13

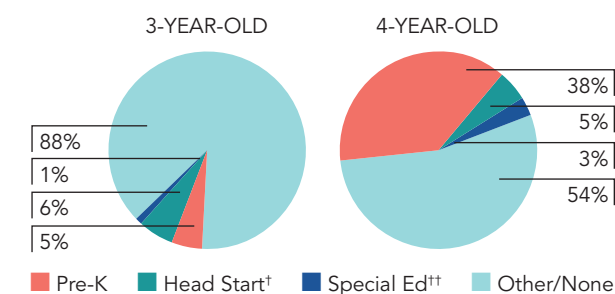
TOTAL BENCHMARKS MET
7

MARYLAND PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	31,474
School districts that offer state program	100%
Income requirement	185% FPL
Minimum hours of operation	2.5 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	8,685
Federally funded Head Start enrollment, ages 3 and 4	7,727
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	MD PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years (teachers); 24 hours/year (assistants); PD plans	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	Average of 20 (3- & 4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

RESOURCES

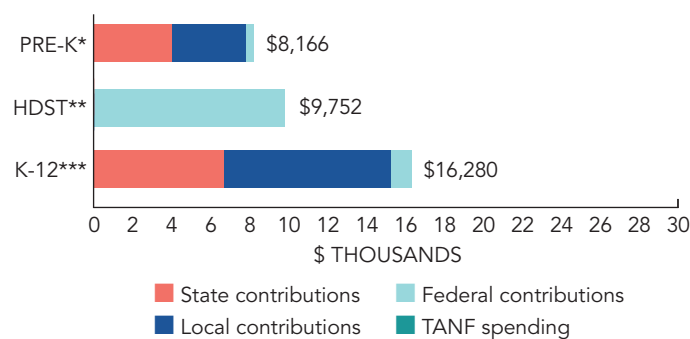
Total state pre-K spending	\$124,726,542
Local match required?	No
State Head Start spending	\$1,800,000
State spending per child enrolled	\$3,963
All reported spending per child enrolled*	\$8,166

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

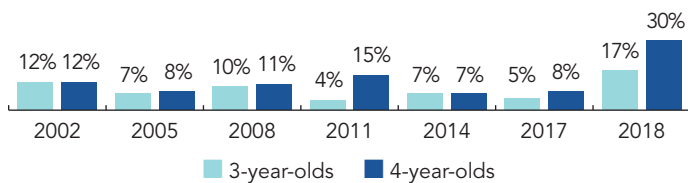
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

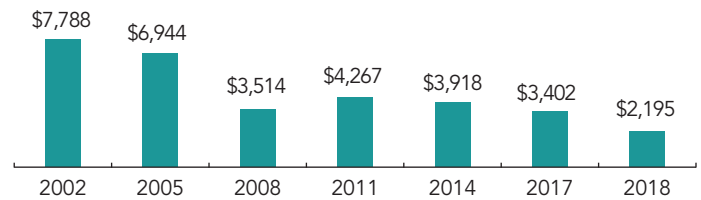


Massachusetts

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Massachusetts preschool programs enrolled 37,788 children in 2017-2018, an increase of 25,131 children from the prior year due in part to the inclusion of the Chapter 70 program for the first time. State funding totaled \$82,931,298, up \$39,867,097 million (93%), adjusted for inflation, since last year. State spending per child equaled \$2,195 in 2017-2018, down \$1,208 from 2016-2017, adjusted for inflation. Massachusetts met an average of 6.2 of 10 quality standards benchmarks.

WHAT'S NEW

The Massachusetts Chapter 70 preschool program is included in the *State of Preschool* report for the first time this year. The Massachusetts Executive Office of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for \$1.8 million to conduct a comprehensive needs assessment and produce an action-oriented strategic plan improve parent choice and knowledge through an online parent portal, expand and coordinate staff training, and develop an integrated data system to analyze and track child data longitudinally.

BACKGROUND

In 2005, Massachusetts established the Department of Early Education and Care (EEC) and launched its Universal Pre-Kindergarten (UPK) initiative, which serves children from age 2 years, 9 months, until they arrive at the locally determined kindergarten eligibility age. During the 2017-2018 program year, the state issued \$5.7 million in renewal grants, further supported by \$27.5 million in federal CCDF grants. Individual child eligibility for enrollment in a UPK classroom is not based on income level, although programs must be willing to serve children from families with income levels at or below 85% of the state's median income (SMI).

Public schools, private child care centers, Head Start programs, family child care, and faith-based centers are eligible for UPK grants if they offer full-day, full-year services. UPK is usually a competitive grant program, though renewal grants have been used in recent years.

For the 2017-2018 program year, UPK programs were required to be, at a minimum Granted Level 3 in EEC's Quality Rating and Improvement System (QRIS), to have an income-eligible contract and/or voucher agreement in place and be willing to accept EEC-subsidized or low-income children. UPK programs were also required to be accredited by one of several eligible agencies (including NAEYC), and to collect observational formative assessment data on all children in the UPK classroom(s). As part of the grant requirements, UPK programs must provide the state with: (1) child-level data using either a State Assigned Student Identification or program-specific child ID number and (2) staff information from EEC's Professional Qualifications (PQ) Registry.

Massachusetts also supports preschool enrollment through the Chapter 70 funding stream which is the state's funding formula for K-12 public schools. During 2017-2018, \$77.2 million supported preschool-age children, and a local match is also required. All children are served in public school settings. All children in the state are eligible but local districts can set their own eligibility priorities. The Chapter 70 funding stream previously only supported preschool-age children with an IEP/IFSP but in recent years was expanded to support general education preschool students too. Lead teachers are required to have at least a bachelor's degree and a Preschool through Grade 2 license.

During the 2017-2018 school year, the state used its federal preschool development grant to create 763 new preschool slots for low-income children.

Previously, Massachusetts also supported preschool through the Inclusive Preschool Learning Environments (IPLE) Grant, or the Grant 391 program, which was designed to support inclusive learning environments serving preschool-age children with and without disabilities in high-quality early education and care settings. However, funding for IPLE is being phased out through fiscal year 2020.

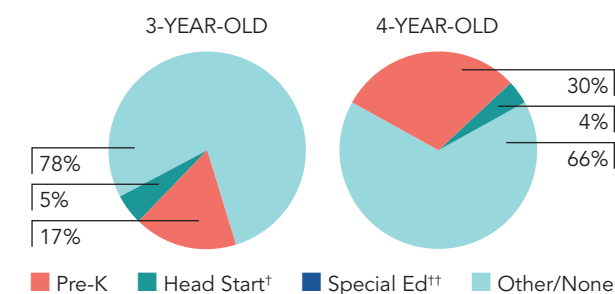
Massachusetts' overall support for state-funded preschool, including enrollment and funding for both Chapter 70 and UPK, is depicted in the first two pages of this state profile. The third page focuses solely on UPK and the fourth page provides information on Chapter 70.

MASSACHUSETTS STATE OVERVIEW

ACCESS

Total state pre-K enrollment	37,788
Special education enrollment, ages 3 and 4	10,768
Federally funded Head Start enrollment, ages 3 and 4	9,866
State-funded Head Start enrollment, ages 3 and 4.....	136

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

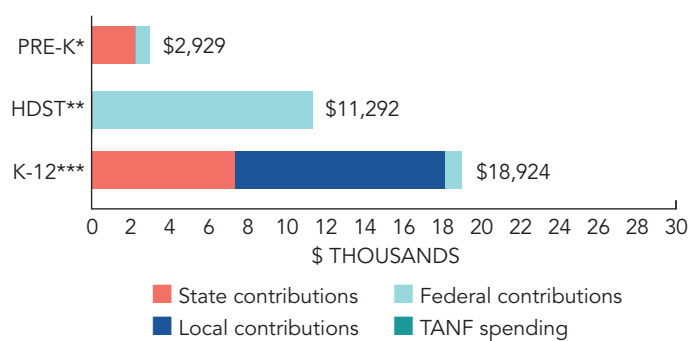


[†] Some Head Start children may also be counted in state pre-K (Chapter 70).
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$82,931,298
State Head Start spending	\$9,100,000
State spending per child enrolled	\$2,195
All reported spending per child enrolled*	\$2,929

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
22	6

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
40	42

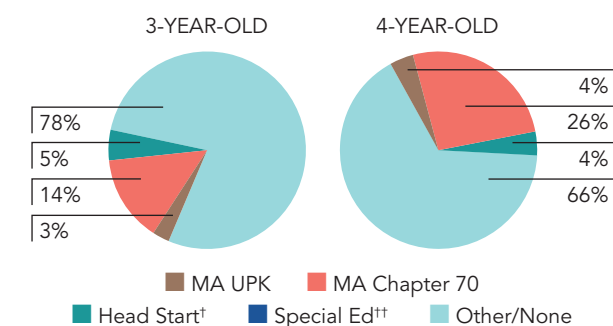
TOTAL BENCHMARKS MET
6.2

MASSACHUSETTS UNIVERSAL PRE-KINDERGARTEN (UPK)

ACCESS

Total state pre-K enrollment	7,276
School districts that offer state program ...	19% (towns/communities)
Income requirement	No income requirement
Minimum hours of operation	Determined locally
Operating schedule	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (Chapter 70).

†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	MA UPK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); 12 ECE/CD credits (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	Pre-K–3, EE with ECE endorsement, ECE SpEd (public); ECE, CD (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	150 hours/5 years (public teachers); 20 hours/year (nonpublic teachers & assistants); PD plans; Coaching for some teachers	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:6-10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

RESOURCES

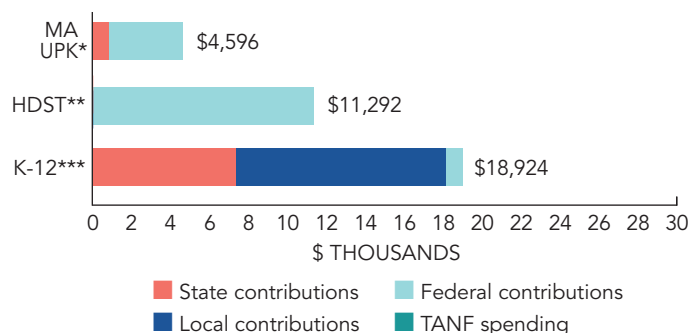
Total state pre-K spending	\$5,700,000
Local match required?	No
State spending per child enrolled	\$783
All reported spending per child enrolled*	\$4,596

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

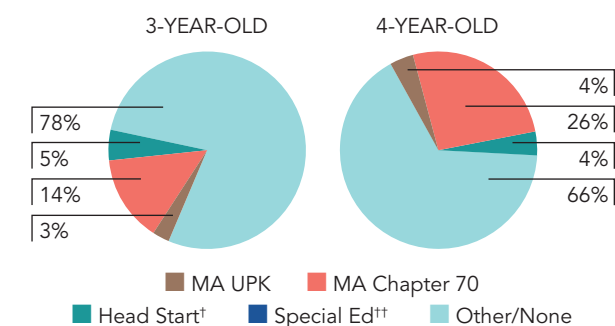


MASSACHUSETTS CHAPTER 70

ACCESS

Total state pre-K enrollment	30,512
School districts that offer state program	84%
Income requirement	No income requirement
Minimum hours of operation	Determined locally
Operating schedule	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (Chapter 70).
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	MA CHAPTER 70 REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Pre-K–2	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Determined locally	CDA or equivalent	<input type="checkbox"/>
Staff professional development	150 Professional Development Points/year (teachers only); PD plans (teachers only)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	No limit (3- & 4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	No limit (3- & 4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

RESOURCES

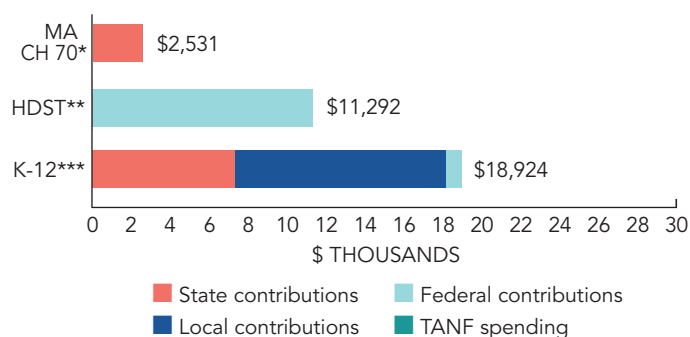
Total state pre-K spending	\$77,231,298
Local match required?	Yes
State spending per child enrolled	\$2,531
All reported spending per child enrolled*	\$2,531

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

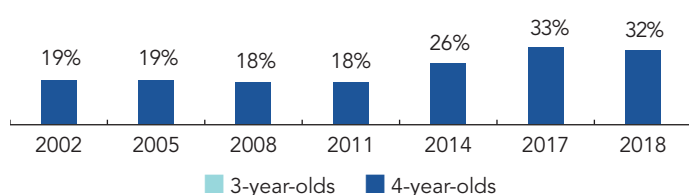
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

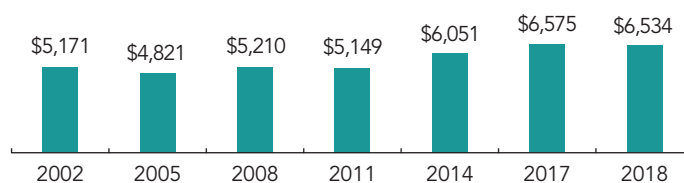


Michigan

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Michigan preschool enrolled 37,325 children in 2017-2018, a decrease of 1,046 children from the prior year. State funding totaled \$243,900,000, down \$8,377,783 (3%), adjusted for inflation, since last year. State spending per child equaled \$6,534 in 2017-2018, down \$40 from 2016-2017, adjusted for inflation. Michigan met 10 of 10 quality standards benchmarks.

WHAT'S NEW

The Michigan Department of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for almost \$5.06 million to support communities in universal developmental and behavioral screening and no wrong door frameworks. Michigan will maximize parental knowledge and develop culturally and linguistically appropriate materials for DLLs and add EL supports to the system.

An updated funding formula, informed by a stakeholder group, was used in 2017-2018 to allocate Great Start Readiness Program (GSRP) funding. During 2018-2019, \$1 million was allocated to support programs wishing to change curricula, reducing the number of available slots. A supplemental funding bill in December of 2018 added an additional \$1 million available for supporting programs wishing to change the comprehensive curriculum in use. Additionally, during 2018-2019, the GSRP sought submissions from curricula publishers to be included on their approved curriculum list.

BACKGROUND

Established in 1985, the GSRP, formerly known as Michigan School Readiness Program, provides preschool education for at-risk 4-year-olds, and is associated with the state's early childhood initiative. Starting in 2013-2014, 90% of families had to be at or below 250% FPL with some exceptions for up to 300% FPL. Any family over-income for the remaining 10% must pay a fee on a locally determined sliding scale unless they are homeless, in foster care, or have an IEP recommending placement in an inclusive preschool setting. GSRP serves the majority of children in school-day programs to better suit the needs of families.

Intermediate School Districts (ISDs) receive financial support directly, but they may distribute funds to local school districts and to providers in community-based settings to offer GSRP. GSRP providers must attain a three-star or higher rating in Michigan's Great Start to Quality tiered rating and improvement system.

Overall ISD funding is determined by the level of poverty in each ISD and a funding formula, with final grantee awards based on both a community needs assessment and a formula component. State funding includes a transportation fund, as well as funding specifically earmarked for recruiting families and increasing public awareness of GSRP, and \$300,000 allocated for ongoing statewide evaluation activities. Funding for GSRP has remained flat since 2015-2016.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
18	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
14	26

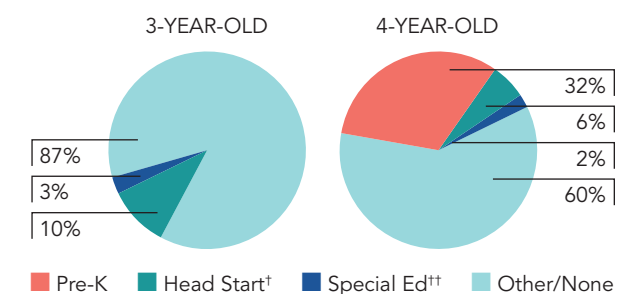
TOTAL BENCHMARKS MET
10

MICHIGAN GREAT START READINESS PROGRAM

ACCESS

Total state pre-K enrollment	37,325
School districts that offer state program	60%
Income requirement	250% FPL
Minimum hours of operation	3 hours/day; 4 days/week
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	12,173
Federally funded Head Start enrollment, ages 3 and 4	24,216
State-funded Head Start enrollment, ages 3 and 4	48

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



[†] Estimates children in Head Start not also enrolled in state pre-K.
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	MI PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	16 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	18 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

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RESOURCES

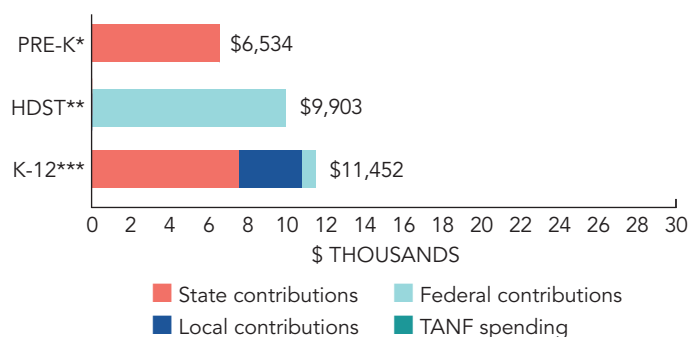
Total state pre-K spending	\$243,900,000
Local match required?	No
State Head Start spending	Not reported
State spending per child enrolled	\$6,534
All reported spending per child enrolled*	\$6,534

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

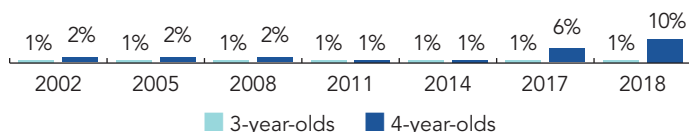
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

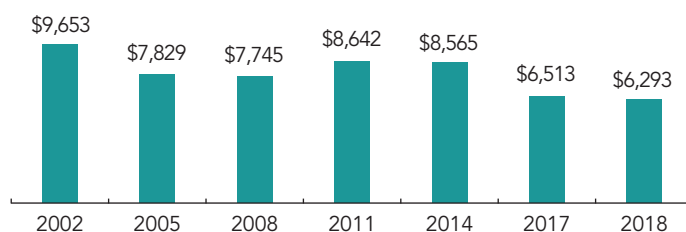


Minnesota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Minnesota preschool programs enrolled 7,672 children in 2017-2018, an increase of 3,069 children from the prior year. State funding totaled \$48,282,734, up \$18,304,678 (61%), adjusted for inflation, since last year. State spending per child equaled \$6,293 in 2017-2018, down \$219 from 2016-2017, adjusted for inflation. Minnesota met an average of 5.5 of 10 quality standards benchmarks.

WHAT'S NEW

The Minnesota Department of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for \$4.7 million. The grant focuses on finding ways to better serve children facing racial, geographic, and economic inequities so they can be born healthy and thrive within their families and community through aligning and coordinating services and programs that families with young children use to make it easier to get the needed services.

BACKGROUND

Minnesota financially supplements Head Start and Early Head Start programs in order to increase access to early childhood education for children birth to age five. All state-supported Head Start programs are required to follow the Early Childhood Indicators of Progress (ECIPs), Minnesota's early learning standards birth to kindergarten entrance as well as the federal Head Start Performance Standards.

A second state-funded preschool program, Voluntary Pre-Kindergarten (VPK), was established in 2016-2017 and funded through general education funds as a new grade level with children funded at 0.6 ADM. In 2017-2018, the state legislature created the School Readiness Plus (SRP) program, a variation of VPK. Districts could apply to be a VPK or SRP district; most chose to offer VPK. Funding for SRP will end after the 2019-2020 school year.

Across VPK and SRP, more than 6,000 seats were allocated to 111 school districts (including charter schools) at 191 public sites and 18 charter sites through an application and ranking process based on free and reduced-price lunch percentages of each elementary school in the state. The program operates a minimum of 350 hours per year and serves children who are 4-years-old by September 1.

Voluntary Pre-Kindergarten standards build on existing School Readiness standards by requiring the use of a defined list of curriculum and assessment tools aligned with the early learning standards and Kindergarten Entrance Assessment, paying knowledgeable teaching staff wages comparable to local K-12 teachers, observing teacher-child interactions to guide professional development using an approved instrument, involving parents in transition planning, and measuring the impact of the program through either a self- or state-designed tool.

Minnesota has other state-funded early childhood initiatives that do not meet this report's definitions of state preschool: The Early Learning Scholarships Programs provides scholarships to eligible families with children between the ages of 3 and 4 years old as of September 1 for early childhood programs earning a Three- or Four-Star Parent Aware Rating. The School Readiness Program, under local school district control, provides preschool education and home visits with a focus on health and development screening, parent engagement and community services.

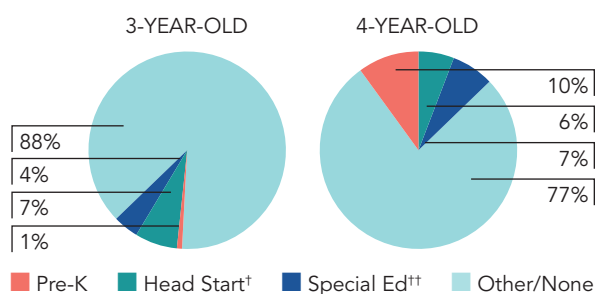
Minnesota's overall support for state-funded preschool, including enrollment and funding for both Minnesota Head Start and VPK/SRP, is depicted in the first two pages of this state profile. The third page focuses solely on Minnesota Head Start and the fourth page provides information on VPK/SRP.

MINNESOTA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	7,672
Special education enrollment, ages 3 and 4	9,352
Federally funded Head Start enrollment, ages 3 and 4	9,347
State-funded Head Start enrollment, ages 3 and 4	1,385

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

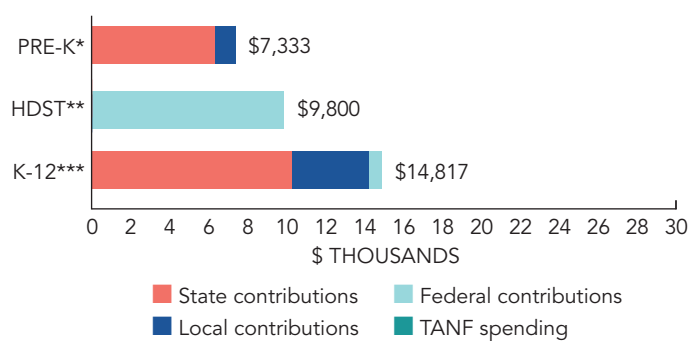


† Some Head Start children may also be counted in state pre-K (VPK/SRP).
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$48,282,734
State Head Start spending	\$11,807,310
State spending per child enrolled	\$6,293
All reported spending per child enrolled*	\$7,333

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
35	24

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
16	20

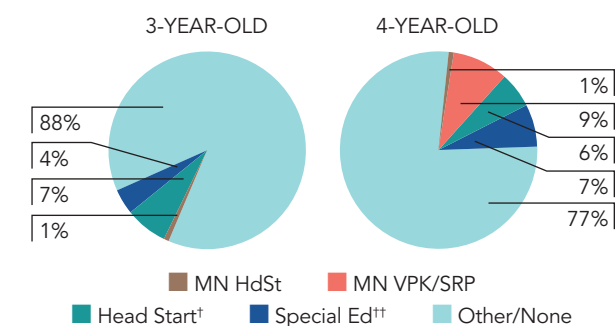
TOTAL BENCHMARKS MET
5.5

MINNESOTA HEAD START

ACCESS

Total state pre-K enrollment	1,385
School districts that offer state program	100% (counties/parishes)
Income requirement	100% FPL
Minimum hours of operation	3.5 hours/day; 4 days/week
Operating schedule	32 weeks/year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (VPK/SRP).

†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	MN HDST REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	15 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	2:15 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement at a local level only	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

8

RESOURCES

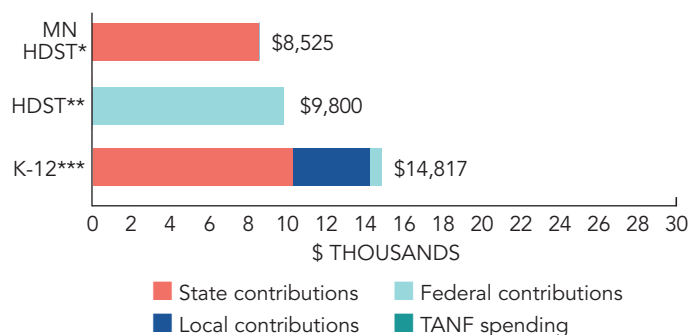
Total state pre-K spending	\$11,807,310
Local match required?	Yes
State spending per child enrolled	\$8,525
All reported spending per child enrolled*	\$8,525

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

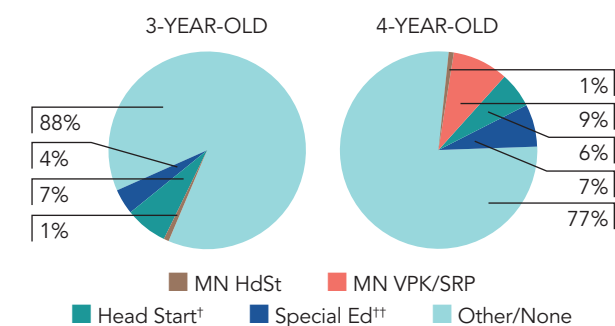


MINNESOTA VOLUNTARY PRE-KINDERGARTEN AND SCHOOL READINESS PLUS

ACCESS

Total state pre-K enrollment	6,287
School districts that offer state program	34% (school districts)
Income requirement	No income requirement
Minimum hours of operation	350 instructional hours/year
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (VPK/SRP).

†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	MN VPK/SRP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	Other	BA	<input type="checkbox"/>
Teacher specialized training	Other	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	Determined locally	CDA or equivalent	<input type="checkbox"/>
Staff professional development	125 hours/5 years (licensed teachers only); PD plans (teachers only); Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement at the local level only	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

5

RESOURCES

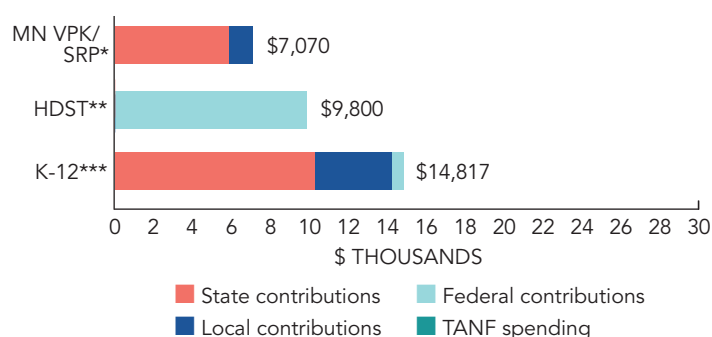
Total state pre-K spending	\$36,475,424
Local match required?	No
State spending per child enrolled	\$5,802
All reported spending per child enrolled*	\$7,070

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

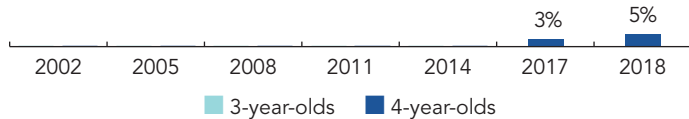
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

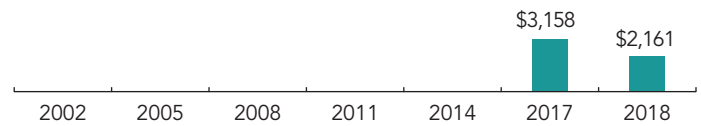


Mississippi

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Mississippi preschool enrolled 1,840 4-year-olds in 2017-2018, an increase of 530 4-year-olds from the prior year. State funding totaled \$3,976,431, down \$160,966 (4%), adjusted for inflation, since last year. State spending per child equaled \$2,161 in 2017-2018, down \$997 from 2016-2017, adjusted for inflation. Mississippi met 9 of 10 quality standards benchmarks.

WHAT'S NEW

In 2018, the legislature increased funding for Early Learning Collaboratives from \$4 million to \$6.5 million annually, which will allow the state to serve an additional 1,100 children. These additional funds have been made available via a competitive award process to new school districts interested in providing Early Learning Collaboratives within their community. Programs who receive awards under this funding will engage in planning during the 2018-2019 school year, with implementation beginning in the 2019-2020 school year. Additionally, The Mississippi Community College Board was awarded a Preschool Development Grant Birth through Five award in 2018 for over \$10.6 million to connect early care and learning programs and services across state agencies and private organizations; create a statewide network of early childhood care and education centers structured around two quality designations; provide child care centers with coaching and technical assistance; connect families to a network of human services, education, and workforce; and utilize web and mobile technology to improve delivery of services to families.

BACKGROUND

The Early Learning Collaborative Act of 2013 established Mississippi's first state-funded, voluntary pre-K program. The Early Learning Collaborative Act provides funding to local communities to establish, expand, support, and facilitate the successful implementation of quality early childhood education and development services. Implementation began in January 2014, with capacity to serve 1,774 children.

Pre-K programs in Head Start centers, licensed child-care facilities, and public, parochial, or private schools formed and maintained stakeholder councils called Early Learning Collaboratives, involving at least two program auspices. Each Early Learning Collaborative designated a Lead Partner, either a public school or other nonprofit entity, with the instructional expertise and operational capacity to manage the Collaborative's Pre-Kindergarten program.

The program was initially funded at \$3 million per year and increased to \$4 million for the 2016-2017 school year. Additionally, in January 2017, four new collaboratives were funded and launched full services for the 2017-2018 school year. As long as the Early Learning Collaborative Act of 2013 is funded, current collaboratives that meet program requirements will continue to be funded.

The voluntary pre-K program intends to improve quality, increase access to high-quality pre-K programs for 4-year-olds and prepare more children to enter kindergarten ready to succeed in school. The state program also supports local programs to improve quality and provide families access to information about pre-K programs. Pre-K programs also implement an integrated, effective system of early childhood curriculum, instruction, assessment, and program evaluation, including curricula aligned with the Mississippi Department of Education's Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
40	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
42	31

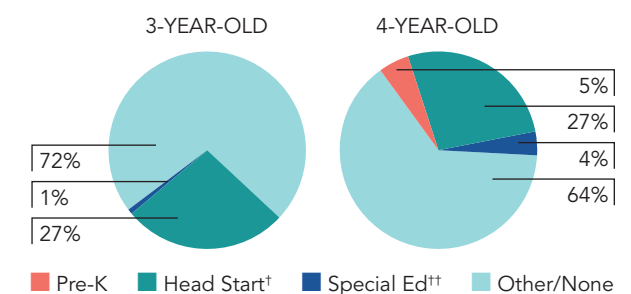
TOTAL BENCHMARKS MET
9

MISSISSIPPI EARLY LEARNING COLLABORATIVE

ACCESS

Total state pre-K enrollment	1,840
School districts that offer state program	12%
Income requirement	No income requirement
Minimum hours of operation	6 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	4,193
Federally funded Head Start enrollment, ages 3 and 4	21,039
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



[†] Estimates children in Head Start not also enrolled in state pre-K.
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	MS PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA in ECE or CD	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans (classrooms on probation)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

RESOURCES

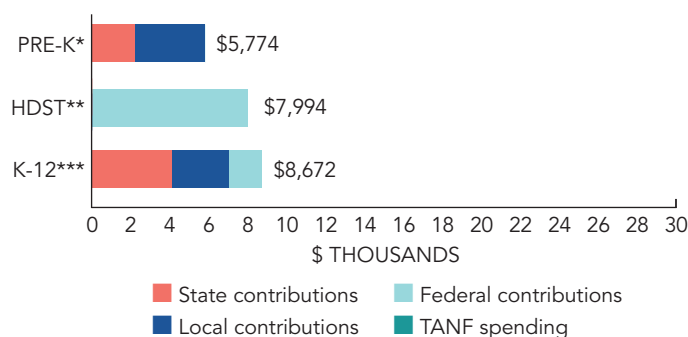
Total state pre-K spending	\$3,976,431
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$2,161
All reported spending per child enrolled*	\$5,774

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

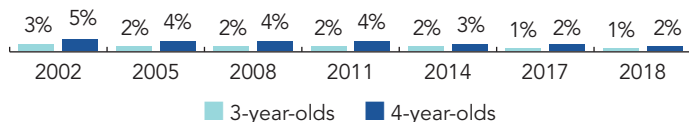
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

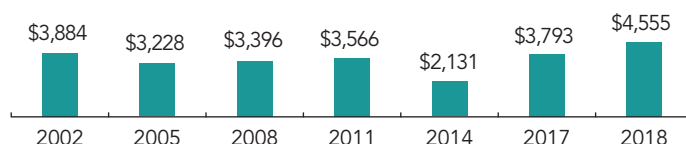


Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Missouri preschool enrolled 2,378 children in 2017-2018, a decrease of 268 children from the prior year. State funding totaled \$10,832,676, up \$795,572 (8%), adjusted for inflation, since last year. State spending per child equaled \$4,555 in 2017-2018, up \$762 from 2016-2017, adjusted for inflation. Missouri met 8 of 10 quality standards benchmarks.

WHAT'S NEW

Funding for the Missouri Preschool Program (MPP) was reduced in FY 2019, resulting in a reduction in programs' operating schedules as well as no new programs. The Missouri Department of Elementary and Secondary Education was awarded a Preschool Development Grant Birth through Five award in 2019 for \$6,500,000. This funding will be used to fund the Stronger Together Missouri project, which aims to implement a comprehensive, statewide, birth-to-kindergarten-entry needs assessment and to update the state's Early Childhood Strategic Plan to enhance long-term sustainability in early childhood services.

BACKGROUND

MPP, launched in 1998, serves 3- and 4-year-olds in public schools, private child-care centers, and nonprofit agencies. Roughly 90 percent of children are served in programs operated by public schools. Programs are required to work with the local Parents as Teachers program to provide parent education, family visits, group connections, health and development screenings, and services referrals.

MPP is funded through the state's Tobacco Settlement Fund. In the 2017-2018 school year, MPP was offered in 15 percent of school districts statewide. A competitive grant process determines which programs receive MPP funds, with priority given to those serving children with special needs or from low-income families. MPP contracts are for a maximum of five years. Programs require payment on a sliding scale based on criteria including eligibility for free or reduced-priced school lunch.

Program quality is monitored through site visits and classroom assessments using ECERS-3 to support goal setting and professional development. On-site consultation hours are also provided, ranging from 14 to 20 annually, based on program needs. Children enrolled in MPP are assessed using the Desired Results Developmental Profile (DRDP).

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
43	25

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
25	34

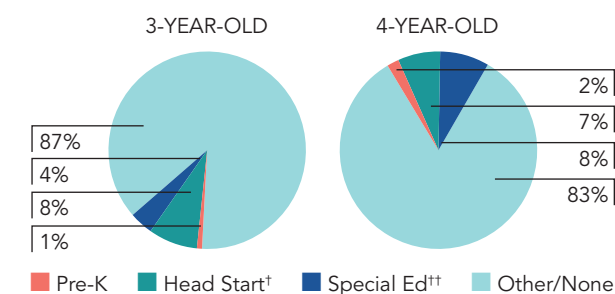
TOTAL BENCHMARKS MET
8

MISSOURI PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment	2,378
School districts that offer state program	15%
Income requirement	No income requirement
Minimum hours of operation	3 hours/day
Operating schedule	School/academic year or calendar year
Special education enrollment, ages 3 and 4	10,468
Federally funded Head Start enrollment, ages 3 and 4	11,337
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	MO PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA, AA in Child Care Education, or 60 college hours (min. of 3 college hours in ECE)	CDA or equivalent	<input type="checkbox"/>
Staff professional development	22 hours/year; PD plans (certified teachers only ¹); Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

8

RESOURCES

Total state pre-K spending	\$10,832,676
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$4,555
All reported spending per child enrolled*	\$4,555

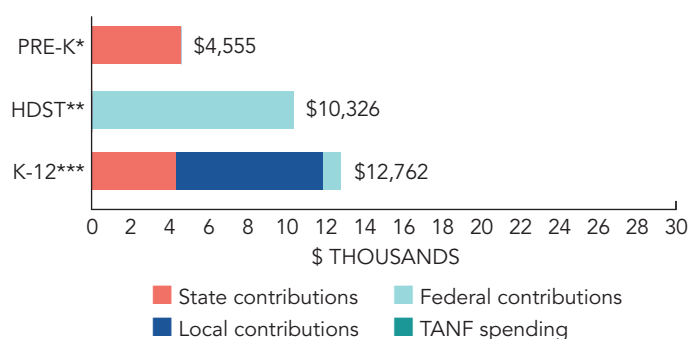
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

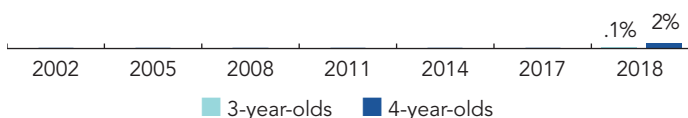
¹ Beginning in 2018-2019 PD plans will be required for all lead and assistant teachers.

SPENDING PER CHILD ENROLLED

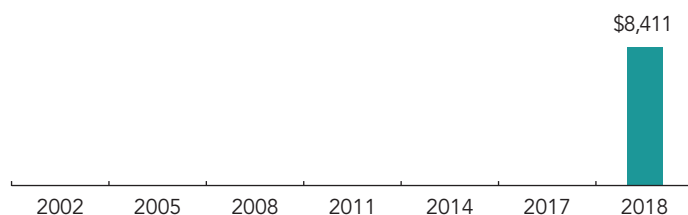


Montana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Montana preschool enrolled 306 children in 2017-2018 during the first year of the Montana's STARS Preschool Pilot program. State funding totaled \$2,573,914 and state spending per child equaled \$8,411. Montana met 6 of 10 quality standards benchmarks.

WHAT'S NEW

In April 2017, Governor Steve Bullock signed HB 639 authorizing Montana's STARS Preschool Pilot program. The 2017-2018 program year was the first for implementation of the \$6 million STARS Preschool Pilot, which is Montana's first state-funded preschool effort. In his proposed 2019-2020 budget, Governor Bullock included a request for \$30 million to build on the success of the Pilot program. The proposal would allow for preschool funding in the school funding formula as well as grants to Head Start and other qualified preschool providers. In addition to these proposals for increased access to state-funded preschool, the Montana Department of Public Health and Human Services was awarded \$4,208,250 under the Preschool Development Grant Birth through Five in December 2018.

BACKGROUND

The STARS Preschool Pilot served more than 300 children across 11 counties in public schools, Head Start programs, family child care providers and private preschools providing a full-day program. Programs were encouraged to enroll a minimum of 25% high needs students including, but not limited to: children who are low income; children receiving services from IDEA Part B or Part C; children who are engaged in mental health services and supports; children who are enrolled Tribal Members; and children who are homeless or at risk of becoming homeless.

Teachers in both public and private settings are required to hold a bachelor's degree, and assistant teachers must have at least two years of study in higher education, or an associate's degree in a related field. In addition to on-going teacher coaching, all classrooms are observed at least annually to ensure program quality. The state also provides professional development in the implementation of Montana's Early Learning Standards.

The Best Beginnings STARS to Quality Program is Montana's voluntary quality rating improvement system (QRIS), aligning quality indicators with support and incentives for early childhood programs and early childhood professionals. Licensed preschool programs can participate in the QRIS and earn up to five stars, indicating the level of quality. All private providers participating in STARS Preschool must achieve a level of at least 3 on Montana's QRIS.

Montana has taken advantage of recent federal grant opportunities to support preschool programs. In 2017-2018, 1,000 children were provided with new or enhanced preschool slots under the state's federal Preschool Development Grant (PDG). Also, in 2017, Montana received another competitive federal grant through the Striving Readers Comprehensive Literacy Program to support literacy skills among disadvantaged children, and earmarked 15% of grant funding for preschool programs.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
44	30

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
6	11

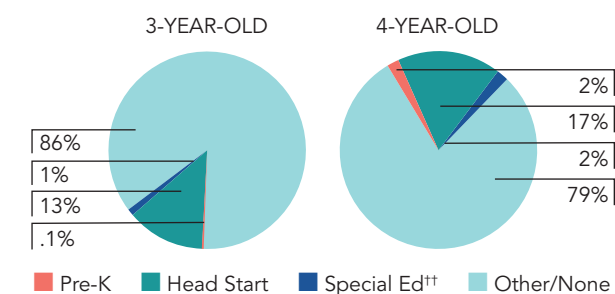
TOTAL BENCHMARKS MET
6

MONTANA'S STARS PRESCHOOL PILOT PROGRAM

ACCESS

Total state pre-K enrollment	306
School districts that offer state program	20% (counties)
Income requirement	No income requirement
Minimum hours of operation	5.5 hours/day
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	861
Federally funded Head Start enrollment, ages 3 and 4	3,857
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



** Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	MT PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	P-3 (public); ECE (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	24 hours/year; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Immunizations, behavioral, developmental	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

RESOURCES

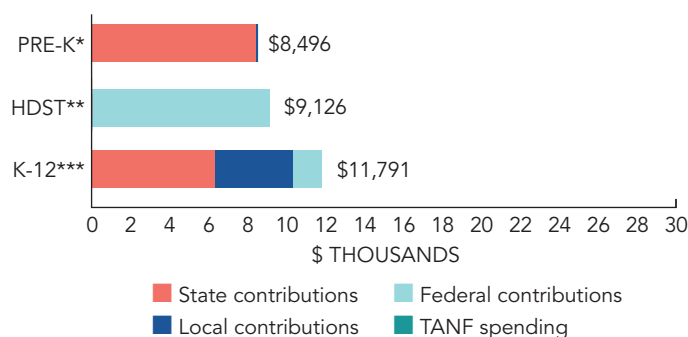
Total state pre-K spending	\$2,573,914
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$8,411
All reported spending per child enrolled*	\$8,496

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

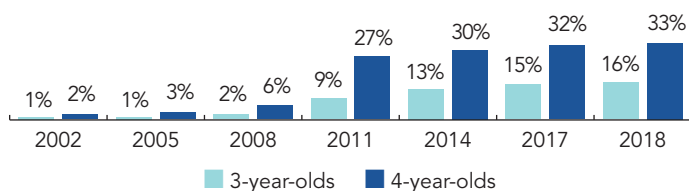
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

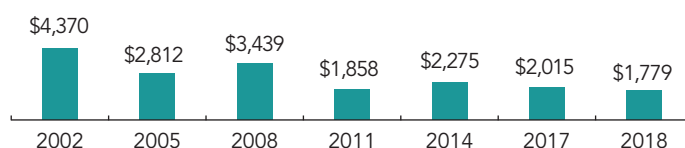


Nebraska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Nebraska preschool enrolled 13,938 children in 2017-2018, an increase of 1,074 children from the prior year. State funding totaled \$24,796,908, down \$1,118,482 (4%), adjusted for inflation, since last year. State spending per child equaled \$1,779 in 2017-2018, down \$235 from 2016-2017, adjusted for inflation. Nebraska met 8 of 10 quality standards benchmarks.

WHAT'S NEW

Funding for the Nebraska Early Childhood Education Program was reduced by two percent in 2017-2018 and four percent in 2018-2019. Legislation was introduced to waive teacher certification for lead teachers. This waiver is in process, but is not finalized yet. Finally, the Nebraska Department of Education was awarded a Preschool Development Grant Birth through Five award of over \$600,000 in 2018 to support a comprehensive needs assessment and strategic planning for the state's early childhood programs and services.

BACKGROUND

The Nebraska Early Childhood Education Program began as a pilot program in 1992 and expanded in 2001, providing preschool education for children ages three to five. Direct financial support is available on a competitive basis for public schools and education service units that partner with child care centers, Head Start agencies and/or human services agencies. Grantees are required to match 100% of the funding with local and/or federal sources.

At least 70% of the children in the program must have at least one of the following risk factors: disability or developmental delay, living in a home in which English is not the primary language, eligibility for free- or reduced-price lunch (185% FPL), having teen parents or parents who have not completed high school, or having been born prematurely or with a low birth weight. The program seeks to serve children of diverse social and economic characteristics.

Most programs operate 3.5 to 4 hours per day, four or five days per week and must operate for a minimum of 12 hours per week during the school year. All teachers in the Nebraska Early Childhood Education Program are required to have at least a bachelor's degree and training in early childhood education. The program monitors child, program, and family outcomes annually.

While the Early Childhood Education Grant Program has expanded, many districts and education service units fund their early childhood programs without the use of grants, yet follow the same regulations as the grant program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
16	7

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
43	23

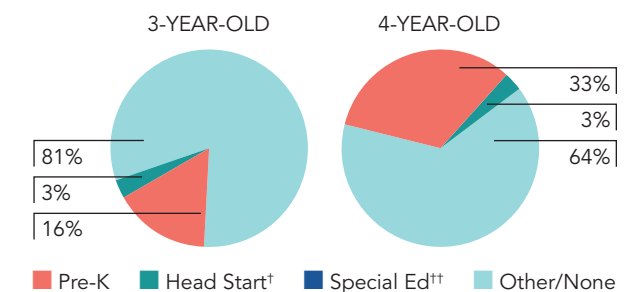
TOTAL BENCHMARKS MET
8

NEBRASKA EARLY CHILDHOOD EDUCATION PROGRAM

ACCESS

Total state pre-K enrollment	13,938
School districts that offer state program	89%
Income requirement	185% FPL
Minimum hours of operation	3.5 hours/day
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	3,596
Federally funded Head Start enrollment, ages 3 and 4	3,522
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	NE PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	6 ECE credits by end of 1st year; 12 ECE credits by end of 2nd year	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	12 hours/year; PD plans; Coaching based on QRIS or Pyramid model	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Determined locally	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

8

RESOURCES

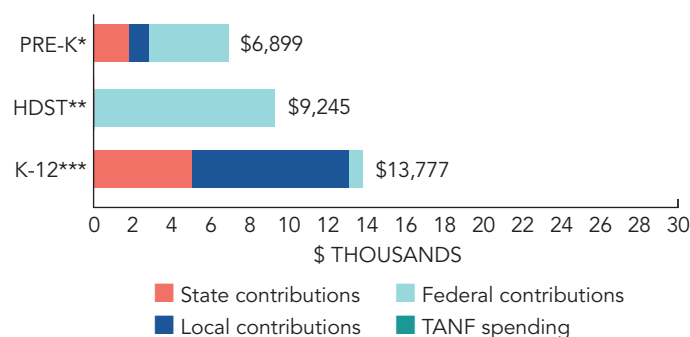
Total state pre-K spending	\$24,796,908
Local match required?	
State Head Start spending	\$0
State spending per child enrolled	\$1,779
All reported spending per child enrolled*	\$6,899

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

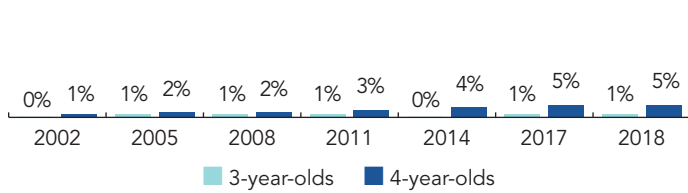
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

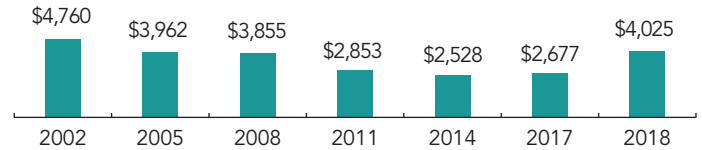


Nevada

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Nevada preschool enrolled 2,171 children in 2017-2018, an increase of 301 children from the prior year. State funding totaled \$8,738,875, up \$3,733,788 (75%), adjusted for inflation, since last year. State spending per child equaled \$4,025 in 2017-2018, up \$1,349 from 2016-2017, adjusted for inflation. Nevada met 6 of 10 quality standards benchmarks.

WHAT'S NEW

The Nevada Department of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for \$606,515. This funding will allow Nevada to conduct a comprehensive statewide birth through age five needs assessment, followed by in-depth strategic planning. These efforts will result in enhancing parental knowledge and choice of early childhood programs and create smoother transitions between early childhood programs and the school system.

BACKGROUND

The Nevada State Pre-Kindergarten Program (formerly known as the Early Childhood Education Comprehensive Plan State PreK) began in 2001. Programs operate in both community-based organizations and school districts. During 2017-2018, nearly 98% of enrolled children were served in programs operated by their local school districts, with 59% of school districts providing State PreK-funded programs or classrooms. The Office of Early Learning and Development (ELD) within the Nevada Department of Education (NDE) is responsible for administering multiple early childhood state and federal funding sources including State PreK and the Preschool Development Grant (PDG).

Funding is awarded through competitive grant applications and is based on community need. Enrollment preference is given to 4- and 5-year-olds that are not eligible to attend kindergarten the following year. Children from low-income families, those who are homeless, English Language Learners, or children receiving special education services also are a priority for enrollment. There is no income requirement for program eligibility.

Nevada used its federal Preschool Development Grant to expand pre-K to a full-day for 1,996 of the 2,171 children enrolled in State PreK in 2017-2018. An additional 1,201 children were served with PDG funds, but not enrolled in State PreK. Programs that receive PDG funding are required to participate in the state's QRIS system.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
39	27

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
29	18

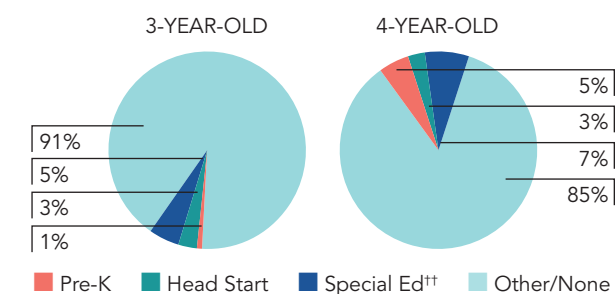
TOTAL BENCHMARKS MET
6

NEVADA STATE PRE-KINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	2,171
School districts that offer state program	59%
Income requirement	No income requirement
Minimum hours of operation	2.5 hours/day
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	5,126
Federally funded Head Start enrollment, ages 3 and 4	2,446
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	NV PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	16 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Screenings determined locally; Referrals	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (PDG classrooms); Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

RESOURCES

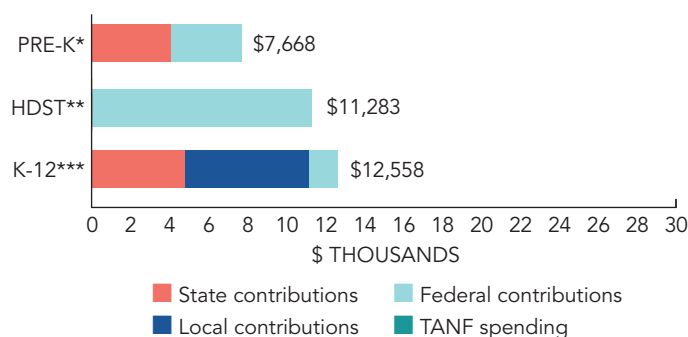
Total state pre-K spending	\$8,738,875
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$4,025
All reported spending per child enrolled*	\$7,668

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



New Hampshire

NO PROGRAM

New Hampshire does not have a state-funded pre-K program, as defined in this report. However, the state provides support for early childhood education through other means. The Department of Health and Human Services (DHHS) licenses early childhood programs and administers preschool scholarships through its child-care assistance program for low-income families. The Department of Education (DOE) oversees early childhood special education programming and progress monitoring of IDEA Part B funded preschool programs. New Hampshire school districts also use Title I funds and local funds to implement voluntary preschool programs in public schools which provides pre-K to approximately 25% of 4-year-olds in New Hampshire.

DOE issues both early childhood education and early childhood special education teacher licensure endorsements for nursery through grade three. The New Hampshire Early Childhood and After School Professional Development System at the New Hampshire DHHS Child Development Bureau offers voluntary endorsements and credentials for professionals serving young children and their families.

The New Hampshire Early Learning Guidelines were introduced in 2005 and address development and learning for children birth through age 5. The guidelines cover multiple domains including approaches to learning, communication and literacy development, social and emotional development, physical development, creative expression and aesthetic development, and health and safety. The guidelines are aligned with New Hampshire's academic standards, as well as New Hampshire Kindergarten Readiness Indicators. The state's new Early Learning Standards, released in 2015, align with the New Hampshire College and Career Ready Standards, by expanding to include emergent literacy, early numeracy, and science and social studies.

The Child Development Bureau within the Department of Health and Human Services administers New Hampshire's Quality Rating and Improvement System. Categories of standards in a proposed revision to the QRIS include: Curriculum, Environment, and Assessment; Engaging Families and Communities as Partners; Early Childhood Administrator and Educator Qualifications; and Measured Standards of Environmental Quality and Teacher-Child Interactions using the Environmental Rating Scale (ERS) and Classroom Assessment Scoring System (CLASS), respectively.

Groups of stakeholders in the state, including DHHS, DOE, and the Spark New Hampshire Early Childhood Advisory Council, are working together to align birth through age 8 efforts including work to strengthen early childhood governance and align professional development for best practices. Together, along with the University of New Hampshire, these groups contributed time and resources to early childhood systems-building in the state and submitted New Hampshire's Preschool Development Birth through Five grant application, which was successfully awarded to the University of New Hampshire in the amount of \$3,843,557.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

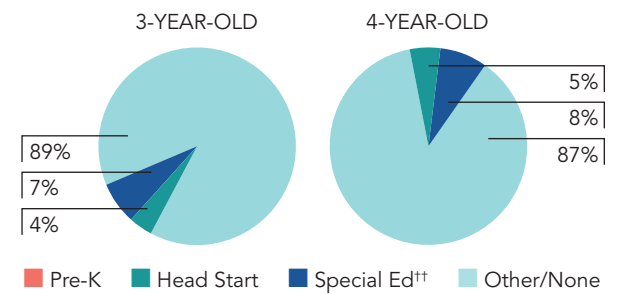
RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule.....	NA
Special education enrollment, ages 3 and 4	2,187
Federally funded Head Start enrollment, ages 3 and 4	1,178
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



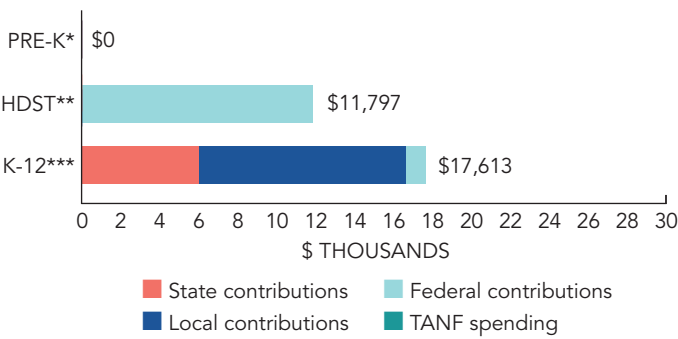
NO PROGRAM

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

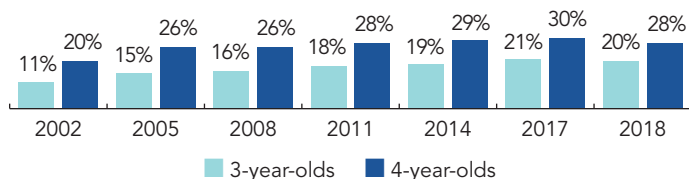
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

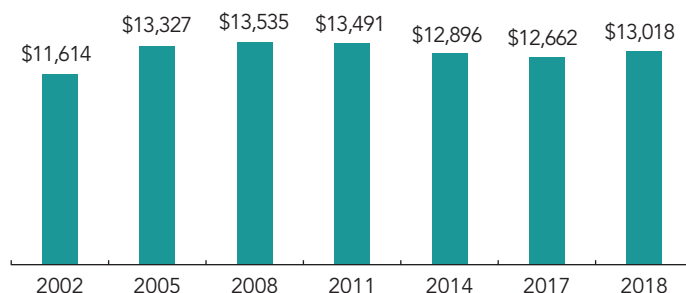


New Jersey

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

New Jersey preschool programs enrolled 50,684 children in 2017-2018, a decrease of 2,686 children from the prior year. State funding totaled \$659,789,000, down \$15,986,421 (2%), adjusted for inflation, since last year. State spending per child equaled \$13,018 in 2017-2018, up \$356 from 2016-2017, adjusted for inflation. New Jersey met an average of 8 of 10 quality standards benchmarks.

WHAT'S NEW

Following the New Jersey legislature's appropriation of an additional \$25 million for pre-K expansion in the 2017-2018 budget, Governor Murphy allocated an additional \$50 million for preschool expansion in the 2018-2019 school year. Thirty-three million dollars was also allocated to maintain the prior year expansion and provide a cost of living increase for all other existing preschool slots. The NJ Department of Education (DOE) is leading a competitive application process to award school districts with this additional funding to serve more children in high-quality, full-day preschool programs. Also in 2018, the New Jersey Department of Children and Families was awarded \$10,620,000 under the Preschool Development Grant Birth through Five.

BACKGROUND

New Jersey funds three preschool programs. The largest and most intensive of the programs, formerly known as the Abbott Preschool Program, served 42,288 children in 35 of the state's poorest school districts during the 2017-2018 school year. The NJ DOE provides funding to eligible districts to provide the program to all 3- and 4-year-olds who live in those districts and choose to enroll. Private child-care centers or Head Start programs that meet state standards may contract with districts to deliver services.

The Non-Abbott Early Childhood Program Aid (ECPA) program operates in districts where 20% to 40% of children met the criteria for free or reduced-price lunch when the program was established in the late 1990's. In the 2017-2018 school year, 12 of 99 ECPA districts participated in the federal Preschool Development Grant (PDG), which enabled 1,489 children to be served in new or enhanced full-day programs.

The third program, formerly known as the Early Launch to Learning Initiative (ELLI), was established in 2004 as part of New Jersey's efforts to expand access to high-quality prekindergarten education to all 4-year-olds in low-income households across the state. During the 2017-2018 school year, 24 districts offered the ELLI program, though nine of these districts are also part of the ECPA program. One ELLI district participated in the federal PDG in 2017-2018, which enabled 114 children to be served in new or enhanced full-day programs.

Finally, three additional districts, outside of New Jersey's state-funded programs, participated in the federal PDG in the 2017-2018 school year, providing new preschool slots to 320 low-income four-year-old children.

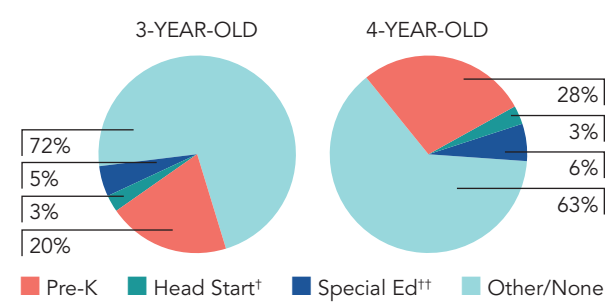
New Jersey's overall support for state-funded preschool, including enrollment and funding for Abbott, ECPA, and ELLI, is depicted in the first two pages of this state profile. The third page focuses solely on Abbott, the fourth page provides information on ECPA, and the fifth on ELLI.

NEW JERSEY STATE OVERVIEW

ACCESS

Total state pre-K enrollment	50,684
Special education enrollment, ages 3 and 4	12,784
Federally funded Head Start enrollment, ages 3 and 4	12,368
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

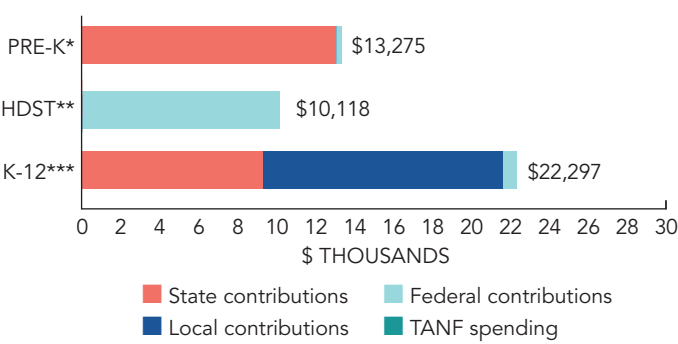


[†] Some Head Start children may also be counted in state pre-K (ECPA and ELLI).
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$659,789,000
State Head Start spending	\$0
State spending per child enrolled	\$13,018
All reported spending per child enrolled*	\$13,275

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
24	4

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
2	2

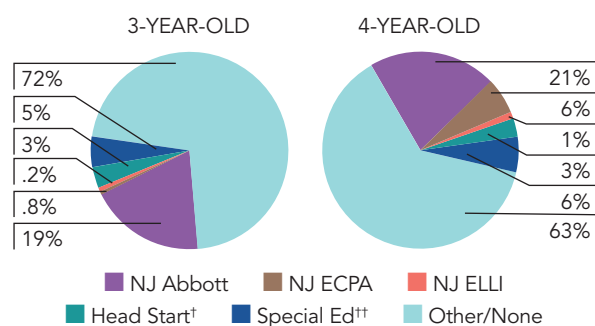
TOTAL BENCHMARKS MET
8

NEW JERSEY FORMER ABBOTT PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment	42,266
School districts that offer state program	6%
Income requirement	No income requirement
Minimum hours of operation	6 hours/day; 5 days/week
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (ECPA and ELLI).
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	NJ ABBOTT REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	100 hours/5 years; PD plans (teachers only); Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	15 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	2:15 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.			8

RESOURCES

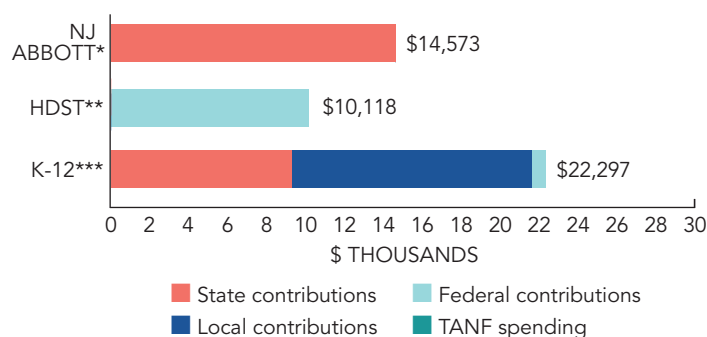
Total state pre-K spending	\$615,958,329
Local match required?	No
State spending per child enrolled	\$14,573
All reported spending per child enrolled*	\$14,573

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

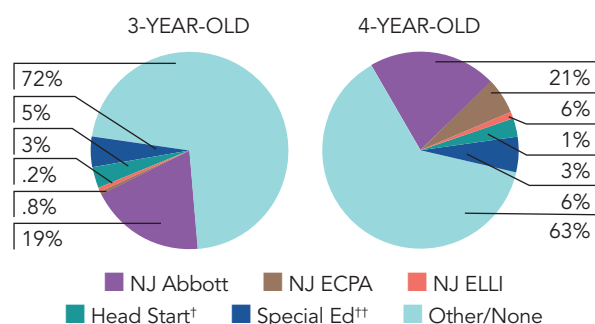


NEW JERSEY FORMER NON-ABBOTT EARLY CHILDHOOD PROGRAM AID

ACCESS

Total state pre-K enrollment	7,676
School districts that offer state program	16%
Income requirement	No income requirement
Minimum hours of operation	2.5 hours/day; 5 days/week
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (ECPA and ELLI).
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	NJ ECPA REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	100 hours/5 years; PD plans (teachers only); Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

8

RESOURCES

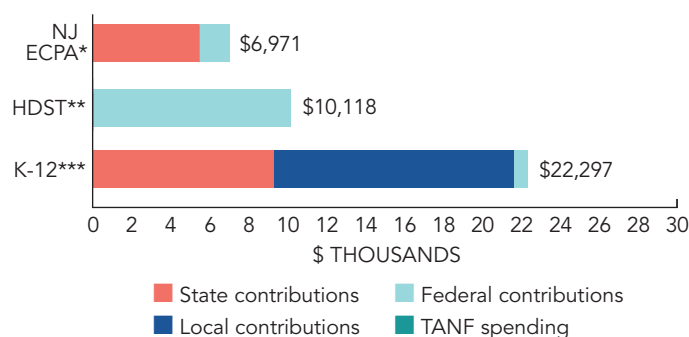
Total state pre-K spending	\$41,550,371
Local match required?	No
State spending per child enrolled	\$5,413
All reported spending per child enrolled*	\$6,971

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

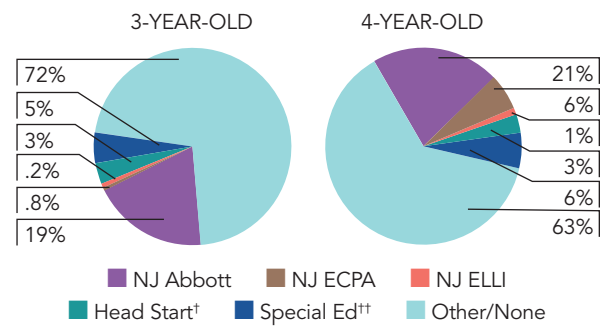


NEW JERSEY FORMER EARLY LAUNCH TO LEARNING INITIATIVE

ACCESS

Total state pre-K enrollment	742
School districts that offer state program	4%
Income requirement	185% FPL
Minimum hours of operation	2.5 hours/day; 5 days/week
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (ECPA and ELLI).

†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	NJ ELLI REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	100 hours/5 years; PD plans (teachers only); Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

8

RESOURCES

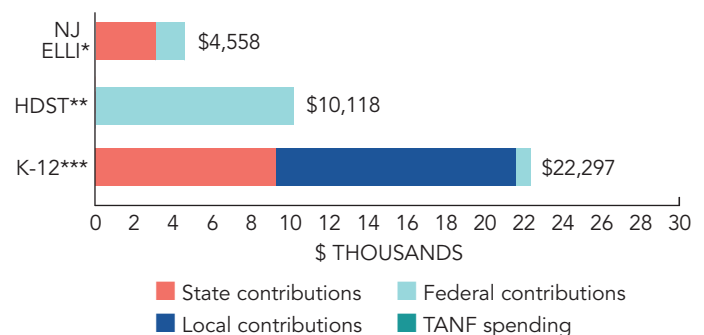
Total state pre-K spending	\$2,280,300
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$3,073
All reported spending per child enrolled*	\$4,558

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

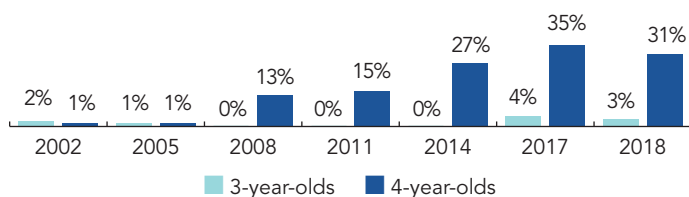
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

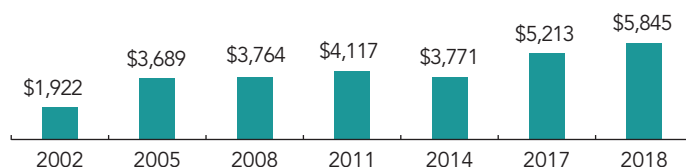


New Mexico

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

New Mexico preschool enrolled 9,119 children in 2017-2018, a decrease of 1,260 children from the prior year. State funding totaled \$35,702,160 and \$17,600,000 in TANF funds were also used to support program, down \$804,649 (1%), adjusted for inflation, since last year. State spending per child equaled \$5,845 in 2017-2018, up \$632 from 2016-2017, adjusted for inflation. New Mexico met 9 of 10 quality standards benchmarks.

WHAT'S NEW

The New Mexico Department of Children, Youth and Families (CYFD) was awarded a Preschool Development Grant Birth through Five award in 2018 for \$5.37 million to conduct a statewide needs assessment and strategic plan for early learning in New Mexico. Under the grant, a statewide early learning media campaign will be developed that will also include the ability for families to easily search for early care and education services in their community. Funding will also be used to invest in the early childhood workforce through a variety of professional development strategies to promote evidence-based teaching and intervention strategies with the state's young children and families.

The state has been shifting part-day slots to full-day slots, which has resulted in a decrease of enrollment for 2017-2018. However, for 2018-2019 the state appropriation for NM PreK increased. The New Mexico Public Education Department (PED) increased the number of school districts offering New Mexico PreK and CYFD served additional 3-year-olds and piloted mixed-age classes.

The New Mexico Early Learning Guidelines (NMELGs) were updated in 2018. The New Mexico Preschool Observation Assessment is based on the NMELGs. Both PED and CYFD changed their consultation system in 2017-2018, resulting in more frequent coaching visits and support for teachers, educational assistants, and administrators.

BACKGROUND

New Mexico PreK (NM PreK) launched in the 2005-2006 school year with the enactment of the PreK Act of 2005. The program is jointly administered by the New Mexico PED and CYFD. PED is responsible for funding and monitoring NM PreK programs provided through school districts, and CYFD for programs operated by community-based organizations and other eligible providers. In the 2017-2018 school year, nearly 70% of school districts offered NM PreK.

NM PreK funding is awarded through a competitive grant process, with priority given to programs in communities with public elementary schools designated as Title I. Two-thirds of enrolled children at each program site must live in the attendance zone of a Title I elementary school, though eligibility is not determined by family income.

The number of hours and days per week vary by program, with a minimum of 450 hours per year. In 2014-2015, the legislature provided limited funding for an Extended-day PreK pilot to double the instructional hours to 900 per school year. In 2017-2018, nearly half of all children enrolled were in Extended-day PreK. Some private or nonprofit facilities use Child Care Subsidy dollars for wrap-around care to assist parents who qualify, or to offer reduced rates for private pay. PreK programs in public schools can extend the day using operational dollars or Title I funds.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
19	18

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
17	30

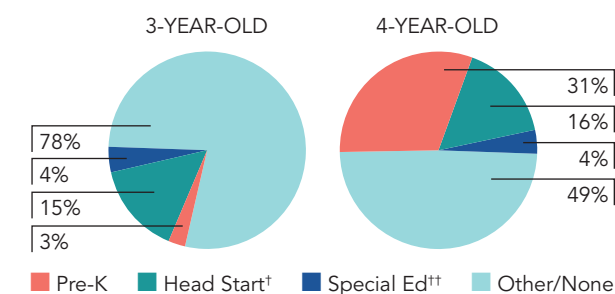
TOTAL BENCHMARKS MET
9

NEW MEXICO PREK

ACCESS

Total state pre-K enrollment	9,119
School districts that offer state program	69%
Income requirement	No income requirement
Minimum hours of operation	2.5 hours/day
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	3,837
Federally funded Head Start enrollment, ages 3 and 4	8,013
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	NM PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); HSD (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA in ECE	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	30 hours/year (public teachers); 24 hours/year (nonpublic teachers & assistants); 28 hours/year (public assistants); PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	16 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

RESOURCES

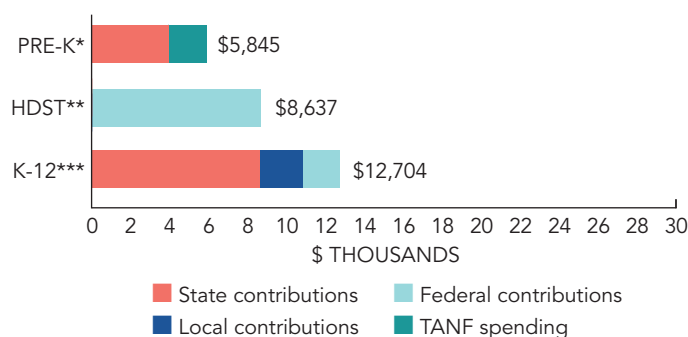
Total state pre-K spending	\$53,302,160
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$5,845
All reported spending per child enrolled*	\$5,845

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

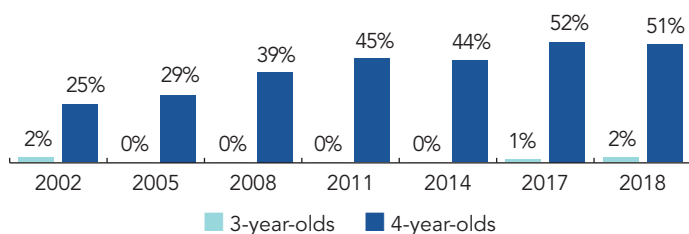
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

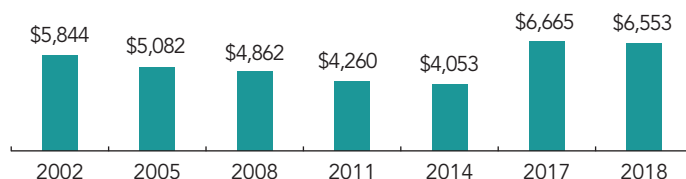


New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

New York preschool enrolled 121,572 children in 2017-2018, a decrease of 1,299 children from the prior year. State funding totaled \$796,699,144, down \$22,195,309 (3%), adjusted for inflation, since last year. State spending per child equaled \$6,553 in 2017-2018, down \$111 from 2016-2017, adjusted for inflation. New York met 7 of 10 quality standards benchmarks.

WHAT'S NEW

The New York Office of Children and Families was awarded a Preschool Development Grant Birth through Five award in 2018 for \$8.73 million to conduct a comprehensive needs assessment and strengthen the state's mixed-delivery system through activities including coordinated technical assistance, Kindergarten Transition Summits, parent information and engagement strategies, professional learning for early childhood educators, and better data integration, sharing, and tracking.

In 2017-2018, statutory budget language required all districts receiving state funds for pre-K to adopt approved quality indicators within two years, including, but not limited to, valid and reliable measures of environmental quality, the quality of teacher-student interactions, and child outcomes. To document districts' progress in implementing the approved quality indicators, the State Education Department (SED) implemented the NYS Pre-K Self-Assessment. Districts rate themselves as Implemented, In Process, or Not Implemented. For each area marked In Process or Not Implemented, districts develop Quality Improvement Action Plans to assess strengths and weakness in seven areas of program quality. SED staff review the plans and provide feedback to inform technical assistance and monitoring.

BACKGROUND

In 1998, New York State began its Universal Prekindergarten Program (UPK) with the goal of making prekindergarten education available to all 4-year-olds in the state, regardless of family income or other risk factors. In 2007, the Targeted Prekindergarten Program merged with UPK.

In the 2013-2014 school year, the state continued targeting its pre-K funding, launching the New York State Priority Prekindergarten Program (NYSPPK) offering competitive grants creating new full- and half-day slots for high-need children in low-income school districts and enabling districts to convert half-day slots to full-day. In 2014-2015, the Statewide Universal Full-Day Prekindergarten Program (SUFDPK) competitive grant for full-day pre-K was launched. Most of this funding (\$300 million) went to New York City, resulting in a dramatic boost in access to full-day pre-K slots for 4-year-olds; \$40 million was used to expand full-day programs in the rest of the state. Funding could be used to create additional full-day placements or to convert existing half-day slots to full-day.

In 2015-2016, the Expanded Prekindergarten for 3- and 4-Year-Old Students grant began, creating new slots for both 3- and 4-year-olds. New York also was awarded a federal Preschool Development Grant (PDG) supporting enrollment of additional low-income 4-year-olds in five school districts. In 2017-2018, over 75% of children were served in school-day programs.

The New York Board of Regents adopted revised comprehensive, multi-domain early learning standards in 2011 which are aligned with state K-3 standards, state college and career ready standards, and the New York State Common Core Learning Standards. New statewide P-12 Learning Standards for the Arts will be fully implemented in the 2018-2019 school year. In 2012, the state implemented a voluntary quality rating and improvement system (QRIS) called QUALITYstarsNY.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
9	22

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
13	24

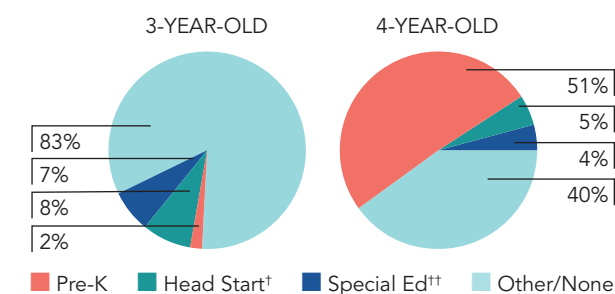
TOTAL BENCHMARKS MET
7

NEW YORK STATE ADMINISTERED PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	121,572
School districts that offer state program	70%
Income requirement	No income requirement
Minimum hours of operation	2.5 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	45,529
Federally funded Head Start enrollment, ages 3 and 4	41,497
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



[†] Estimates children in Head Start not also enrolled in state pre-K.
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	NY PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	MA (public); BA (nonpublic)	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Level I Teaching Assistant Certification (public); HSD (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Staff professional development	175 hours/5 years (teachers only)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations are determined locally	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

RESOURCES

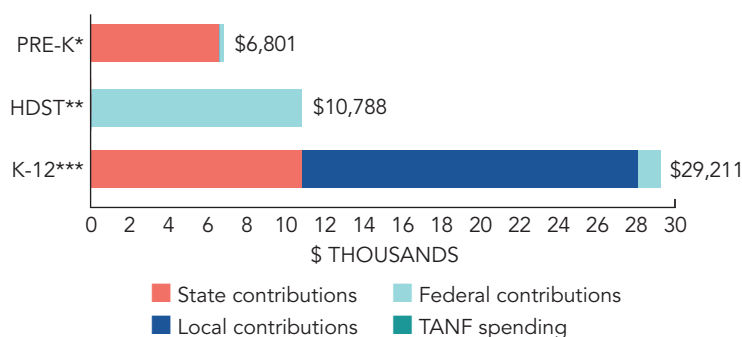
Total state pre-K spending	\$796,699,144
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$6,553
All reported spending per child enrolled*	\$6,801

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

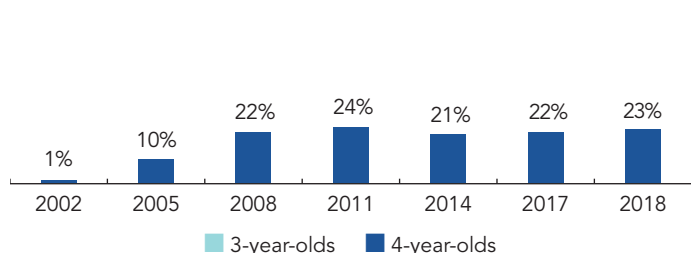
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

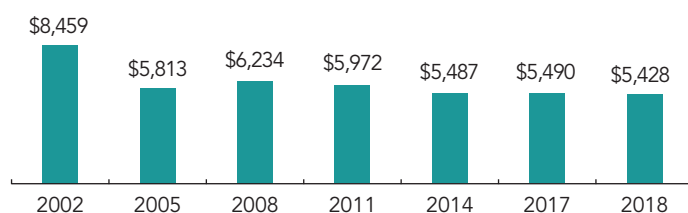


North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

North Carolina preschool enrolled 28,385 children in 2017-2018, an increase of 1,366 children from the prior year. State funding totaled \$148,072,222 and \$6,000,000 in TANF, up \$5,726,682 (4%), adjusted for inflation, since last year. State spending per child (including TANF) equaled \$5,428 in 2017-2018, down \$62 from 2016-2017, adjusted for inflation. North Carolina met 8 of 10 quality standards benchmarks.

WHAT'S NEW

The North Carolina General Assembly has allocated additional funding for the North Carolina Pre-Kindergarten Program (NC Pre-K), including an additional \$9 million each year from 2017-2018 through 2020-2021. These additional funds will be used to increase the number of children served by NC Pre-K.

The North Carolina Department of Health and Human Services was awarded a Preschool Development Grant Birth through Five award in 2018 for nearly \$4.49 million to strengthen North Carolina's early childhood education system. The grant will fund a comprehensive statewide needs assessment and planning process for the state's early learning system, support family outreach and engagement efforts, and provide infant-toddler teachers with training and resources.

BACKGROUND

North Carolina has provided state-funded pre-kindergarten education since 2001, originally via the More at Four Pre-Kindergarten Program. During the 2011-2012 school year, the program was renamed the North Carolina Pre-Kindergarten (NC Pre-K) Program and administrative control moved from the Department of Public Instruction to the Department of Health and Human Services. NC Pre-K enrolls at-risk 4-year-olds from low-income families who have not participated in other early childhood programs.

NC Pre-K programs are required to operate 6.5 hours per day for 36 weeks each year and serve as many eligible children as funding levels permit. To be eligible, children generally must be in a household with income at or below 75% of the state median income; but up to 20% of children may be in a household with a higher income if they have another designated risk factor. Risk factors include a developmental delay or identified disability, a chronic health condition, or limited English proficiency.

Funding for NC Pre-K includes state general appropriations and North Carolina Education Lottery receipts, federal funds, and a local contribution, with the majority of the funding coming from the state. NC Pre-K classrooms operate statewide in settings such as privately licensed Head Start programs, childcare centers, and public schools. All programs, whether in public or private settings, must earn high-quality ratings under the state child-care licensing system to participate in NC Pre-K and the state's subsidy system.

NC Pre-K sets a maximum class size of 18 4-year-olds and requires a staff-child ratio of 1:9. Lead teachers must have a bachelor's degree and a birth-through-kindergarten license. Classroom staff are required to use approved curricula and formative assessments aligned with the state's early learning standards. Staff conduct ongoing formative assessments to gather information about each child's growth and skill development, as well as to inform instruction.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
27	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
20	10

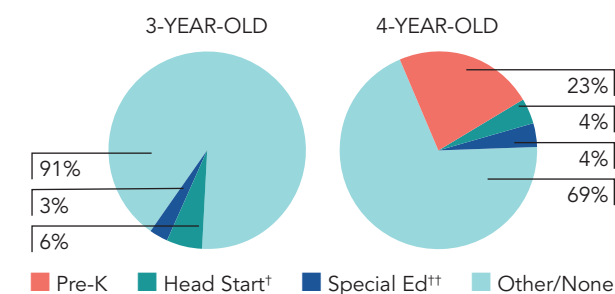
TOTAL BENCHMARKS MET
8

NORTH CAROLINA PRE-KINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	28,385
School districts that offer state program	100% (counties/parishes)
Income requirement	75% SMI
Minimum hours of operation	6.5 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	11,088
Federally funded Head Start enrollment, ages 3 and 4	17,143
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	NC PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE or CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	80 hours/5 years (teachers); 6 credit hours/5 years (assistant teachers working towards licensure); PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

8

RESOURCES

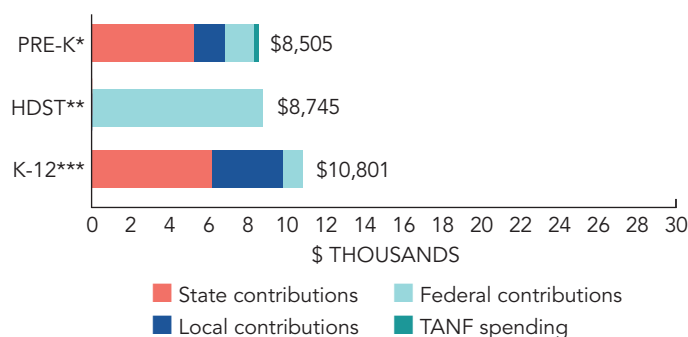
Total state pre-K spending	\$154,072,222
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$5,428
All reported spending per child enrolled*	\$8,505

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

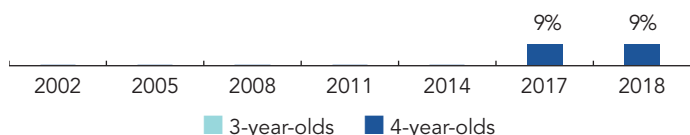
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



North Dakota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

North Dakota preschool enrolled 965 children in 2017-2018 during the first year of the Early Childhood Education Grant Program. State funding totaled \$750,000 and state spending per child equaled \$777. North Dakota met 2 of 10 quality standards benchmarks.

WHAT'S NEW

North Dakota's legislature provided \$3 million in Early Childhood Education Program Grants beginning in the 2017-2018 school year through a biennial appropriation to the state Department of Commerce. North Dakota's 66th Legislative Assembly currently has a bill to move the administration of the Early Childhood Education Grant Program from the North Dakota Department of Commerce to the North Dakota Department of Public Instruction. Also in 2018, the North Dakota Department of Public Instruction was awarded \$2,275,771 under the Preschool Development Grant Birth through Five.

BACKGROUND

2017-2018 was the second year of North Dakota's Early Childhood Education Program. Programs provide services in 44 districts for at least 400 hours over 32 weeks per year. All programs are also required to incorporate at least 10 hours of research-based parent involvement activities. Four-year-old children who are eligible for free- or reduced-price lunch are eligible for the program.

The North Dakota Department of Public Instruction has other early childhood education initiatives, including two grant opportunities for educators and school districts. Early Childhood Continuing Education Grants of up to \$3,000 every two years enable lead and assistant teachers in pre-kindergarten, Head Start, and child care to enhance their credentials at North Dakota state colleges and universities.

The North Dakota Pre-Kindergarten Content Standards, published in 2013, are voluntary and cover multiple domains including social-emotional development, language development, physical well-being and motor development, approaches toward learning, and cognitive and general knowledge. The standards were aligned with the state's kindergarten standards and the Head Start Child Outcomes Framework. The state sponsors professional development aligned with these standards for early childhood professionals. North Dakota adopted a revised set of standards, the North Dakota Birth – Kindergarten Standards, in 2018.

North Dakota shared a \$6.1 million Enhanced Assessment Grant from the U.S. Department of Education with a consortium of nine other states and three nationally recognized research partners. The consortium's goal is developing a state-of-the-art system for assessing young children's learning, and providing parents, students, teachers, policymakers, and other early childhood stakeholders a critical resource for generating clear information about children's development and learning goals.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
36	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
45	45

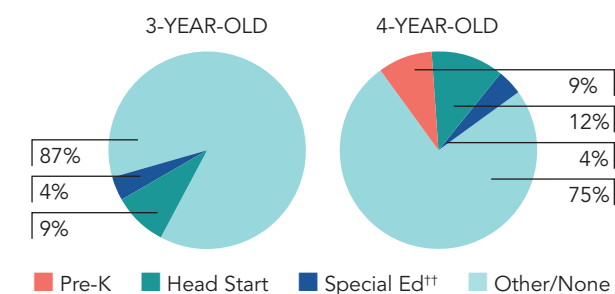
TOTAL BENCHMARKS MET
2

NORTH DAKOTA

ACCESS

Total state pre-K enrollment	965
School districts that offer state program	56%
Income requirement	185% FPL
Minimum hours of operation	Determined locally
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	1,277
Federally funded Head Start enrollment, ages 3 and 4	2,241
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	ND PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	None	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, Elem. Ed. (public); CD (nonpublic)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD (public); None (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Staff professional development	PD hours vary by license; PD plans (public teachers only)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	No limit (4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	No limit (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	None	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.



RESOURCES

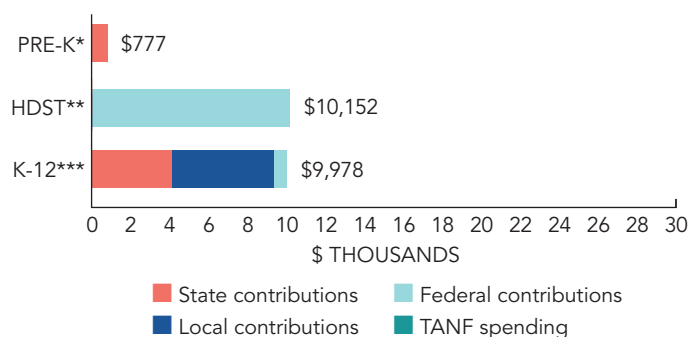
Total state pre-K spending	\$750,000
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$777
All reported spending per child enrolled*	\$777

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

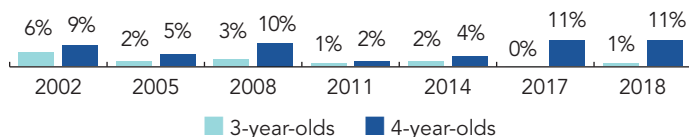
** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

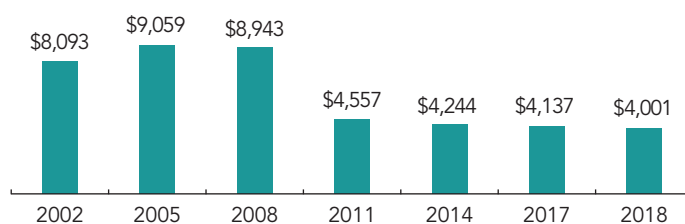
SPENDING PER CHILD ENROLLED



PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Ohio preschool enrolled 17,913 children in 2017-2018, an increase of 1,971 children from the prior year. State funding totaled \$71,672,000, up \$5,713,617 (9%), adjusted for inflation, since last year. State spending per child equaled \$4,001 in 2017-2018, down \$136 from 2016-2017, adjusted for inflation. Ohio met 5 of 10 quality standards benchmarks.

WHAT'S NEW

Ohio was awarded a Preschool Development Grant Birth through Five award in 2018 for nearly \$10.49 million to increase access to quality early childhood care and education; raise awareness about the Step Up to Quality program, the state's five-star tiered quality rating and improvement system (QRIS) for high-quality child care programs; and increase participation of children in quality settings.

BACKGROUND

The Ohio Public Preschool Program (PSP), established in 1990 following a four-year pilot program, strives to ensure children have access to quality programs through public preschool and publicly funded child care. All types of programs have access to both public preschool and child care funds. This report focuses on the Ohio Department of Education's publicly funded Early Childhood Education (ECE) program, excluding publicly funded child care and Head Start programs. In 2016-2017, grantees focused on serving as many 4-year-old children as possible, with a new policy that allowed 3-year-old children eligibility only if spots could not be filled by 4-year-old children by October 1.

Ohio is operating its publicly funded programs under common program and child standards, so a significant number of preschool-aged children receive services through a combination of these preschool programs, which are required to be highly rated. All Ohio ECE programs are required to receive 3 or more stars on the state's QRIS.

Program sites are monitored annually for quality via desk audits, internal monitoring materials, proposal of plans and documentation, along with annual licensing visits, classroom observations, and child assessments. Ohio began using an expanded tiered QRIS in 2013-14 for all state programs, including public preschool and child care programs. Programs are required to submit annual documentation of desk audits and program plans, and receive on-site visits, including classroom observations every two to three years based on the rating level of the program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
33	23

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
30	38

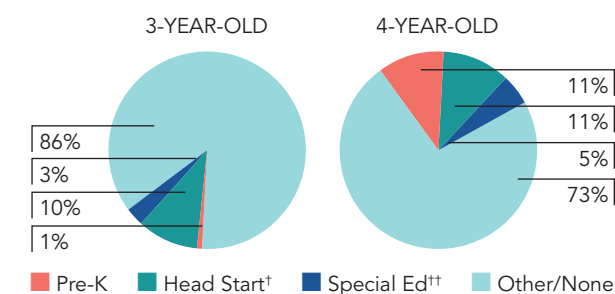
TOTAL BENCHMARKS MET
5

OHIO EARLY CHILDHOOD EDUCATION

ACCESS

Total state pre-K enrollment	17,913
School districts that offer state program	65%
Income requirement	200% FPL
Minimum hours of operation	2.5 hours/day
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	15,246
Federally funded Head Start enrollment, ages 3 and 4	29,214
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	OH PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd (public); ECE, CD (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	20 hours/2 years; PD plans	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	24 (3-year-olds); 28 (4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:12 (3-year-olds); 1:14 (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

5

RESOURCES

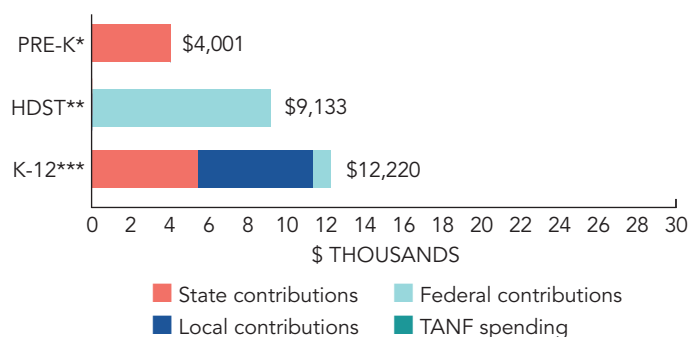
Total state pre-K spending	\$71,672,000
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$4,001
All reported spending per child enrolled*	\$4,001

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

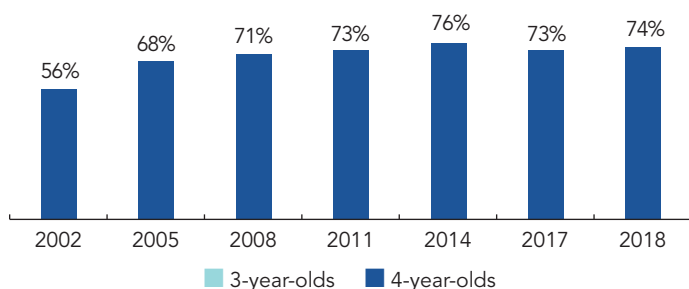
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

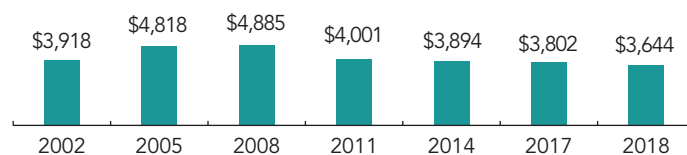


Oklahoma

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Oklahoma preschool enrolled 39,807 four-year-olds in 2017-2018, an increase of 503 four-year-olds from the prior year. State funding totaled \$145,038,018, down \$4,395,047 (3%), adjusted for inflation, since last year. State spending per child equaled \$3,644 in 2017-2018, down \$158 from 2016-2017, adjusted for inflation. Oklahoma met 9 of 10 quality standards benchmarks.

WHAT'S NEW

Oklahoma teachers have a new minimum salary scale beginning in the 2018-2019 school year. The Oklahoma Partnership for School Readiness Foundation, Inc. was awarded a Preschool Development Grant Birth through Five award in 2018 for \$3.12 million to complete the following: conduct a needs assessment, create a coordinated early childhood plan, and develop and expand knowledge of EC programs as well as communication for parents and the community (Ready to Learn). This award has also enabled Oklahoma to increase capacity of Early Childhood providers through the following: Program for Infant Toddler Care (PITC) training, Mental Health Consultation services for underserved areas, LENA (speech program) services and training with Tribal Collaboration (Creek), and classroom coaching and mentoring.

BACKGROUND

Oklahoma launched its Early Childhood Four-Year-Old Program in 1980, intending to serve all 4-year-olds in the state. In 1990, the program received statewide funding for 4-year-olds eligible for the federal Head Start program, but local areas could choose to serve additional 4-year-olds through local funds or tuition. In 1998, Oklahoma became the second state in the nation to provide free preschool for all 4-year-olds, with 99% of school districts providing the program.

Public school districts receive funding for the Early Childhood Four-Year-Old Program through the state school finance formula. A per-pupil rate, calculated using the age of the child and the length of the program day, is used to repay districts. Most programs now are full-day, with some schools collaborating with other agencies and programs to provide extended-day services.

Districts can support community providers by placing public school teachers in child-care centers, Head Start settings, tribal early childhood centers, universities and community-based programs. Children in these sites receive the same services as children in public school locations and are considered public school enrollees.

In 2016, Oklahoma adopted the Oklahoma Academic Standards which are vertically aligned pre-K to 12th grade standards. The Oklahoma State Department of Education is providing continuous professional development and support to help teachers and administrators successfully implement these standards to strengthen pre-K programs and provide effective instruction and learning beyond the early years.

During the 2017-2018 school year, the Integrating Professional Learning Focus was piloted in all school districts in the state. As part of this new law, all teachers are required to have individualized professional development plans and to receive coaching.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
4	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
34	14

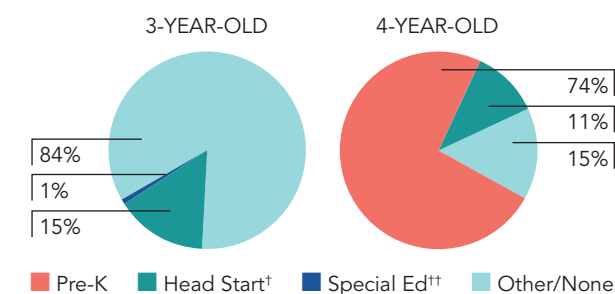
TOTAL BENCHMARKS MET
9

OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

ACCESS

Total state pre-K enrollment	39,807 ¹
School districts that offer state program	99%
Income requirement	No income requirement
Minimum hours of operation	2.5 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	4,857
Federally funded Head Start enrollment, ages 3 and 4	14,047
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



[†] Some Head Start children may also be counted in state pre-K.
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	OK PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, immunizations	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

RESOURCES

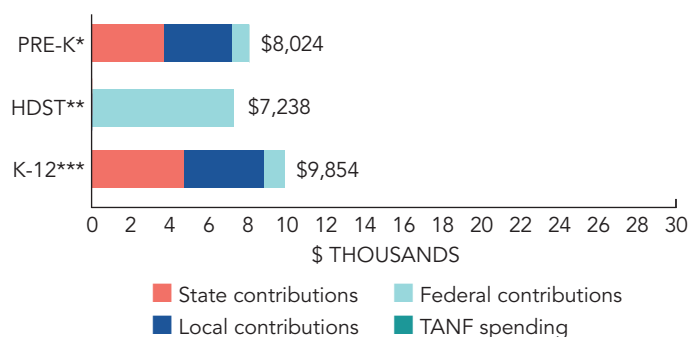
Total state pre-K spending	\$145,038,018
Local match required?	No
State Head Start spending	\$1,687,528
State spending per child enrolled	\$3,644
All reported spending per child enrolled*	\$8,024

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

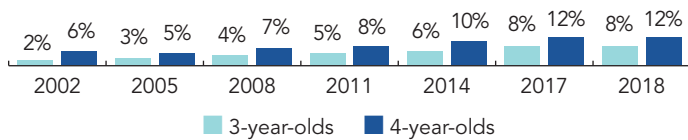
SPENDING PER CHILD ENROLLED



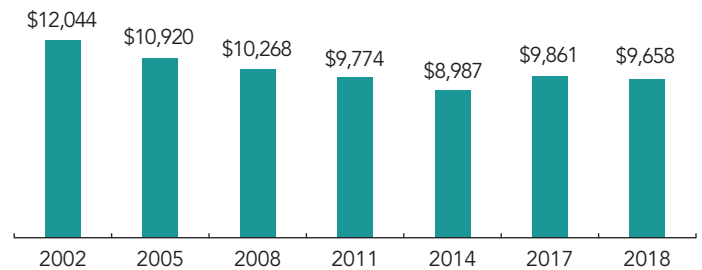
¹ An additional 1,917 3-year-olds were in Oklahoma Early Childhood Four-Year-Old classrooms but were not funded with state dollars.

Oregon

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Oregon preschool enrolled 9,477 children in 2017-2018, an increase of 21 children from the prior year. State funding totaled \$91,524,958 down \$1,717,995 (2%), adjusted for inflation, since last year. State spending per child equaled \$9,658 in 2017-2018, down \$203 from 2016-2017, adjusted for inflation. Oregon met an average of 7.5 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2017-2018 program year, Oregon Preschool Promise was able to leverage the funding to maximize economy of scale in the second year of implementation. This enabled the state to serve an additional 100 children. Additionally, there is a possibility of expanding the program for the 2019-2020 program year. Finally, the Oregon Department of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for nearly \$4.26 million to accelerate goals within the Governor's Children's Agenda and the Oregon Early Learning Council's recently adopted strategic plan, Raise Up Oregon: A Statewide Early Learning System Plan.

BACKGROUND

Oregon has two state-funded preschool programs: the Oregon Head Start Prekindergarten (OHSP) program, established in 1987, and Preschool Promise launched in 2016. OHSP and Preschool Promise are both overseen by the Oregon Department of Education: Early Learning Division.

OHSP provides comprehensive child and family development services for 3- and 4-year-old children from low-income families through a state-federal partnership between the Oregon Department of Education and Region X Office of Head Start. OHSP is funded using the state general fund to serve additional Head Start-eligible children. Funding is awarded through a competitive process to a variety of organizations not receiving federal Head Start funding, such as public schools, private agencies, community action agencies, government agencies, and colleges and universities. OHSP programs must follow federal Head Start Performance Standards and the Head Start Early Learning Outcomes. Eligibility for OHSP also follows federal Head Start requirements.

Preschool Promise is a mixed-delivery program for children from families with incomes up to 200% of the federal poverty level. Funding for Preschool Promise goes directly to Early Learning Hubs which can subcontract with public schools, child care, Head Start, Relief Nurseries, Education Service Districts, and other community-based organizations. Programs participating in Preschool Promise are required to achieve at least a 4- or 5- star-rating in Spark, Oregon's quality rating and improvement system or request a limited time waiver while they build capacity.

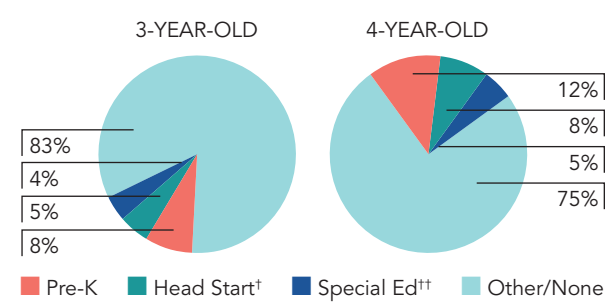
Both OHSP and Preschool Promise employ two sets of early learning standards: The Head Start Early Learning Outcomes Framework, which is currently being aligned with Common Core State Standards for K-12, and the Oregon Early Learning and Kindergarten Guidelines.

OREGON STATE OVERVIEW

ACCESS

Total state pre-K enrollment	9,477
Special education enrollment, ages 3 and 4	7,218
Federally funded Head Start enrollment, ages 3 and 4	6,196
State-funded Head Start enrollment, ages 3 and 4.....	8,048

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

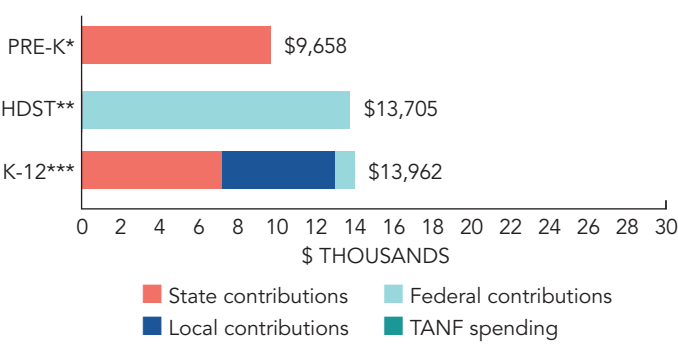


[†] Estimates children in Head Start not also enrolled in state pre-K.
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$91,524,958
State Head Start spending	\$74,436,226
State spending per child enrolled	\$9,658
All reported spending per child enrolled*	\$9,658

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
32	13

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
4	6

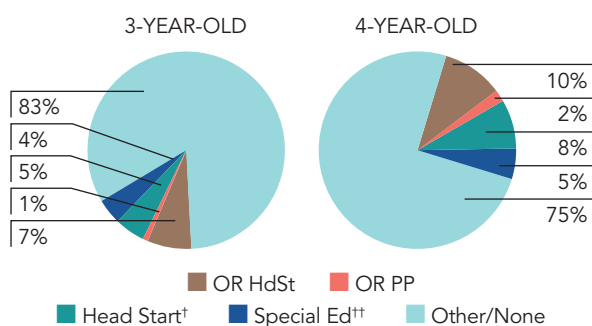
TOTAL BENCHMARKS MET
7.5

OREGON HEAD START PRE-KINDERGARTEN

ACCESS

Total state pre-K enrollment	8,048
School districts that offer state program	100% (counties/parishes)
Income requirement	100% FPL
Minimum hours of operation	3.5 hours/day
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	OR HDST REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	17 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	2:17 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (frequency not specified); Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>
			8

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

RESOURCES

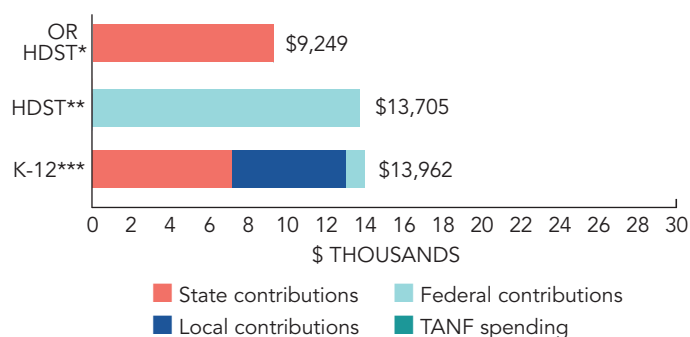
Total state pre-K spending	\$74,436,226
Local match required?	No
State spending per child enrolled	\$9,249
All reported spending per child enrolled*	\$9,249

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

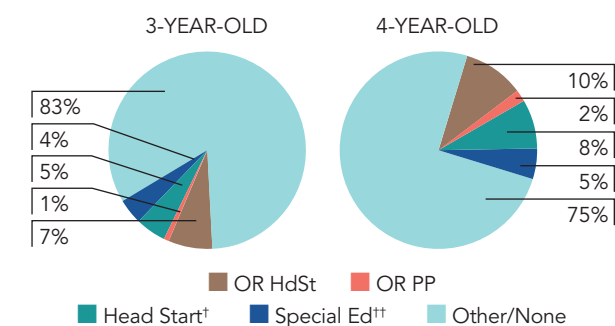


OREGON PRESCHOOL PROMISE

ACCESS

Total state pre-K enrollment	1,429
School districts that offer state program	56% (Early Learning Hub Regions)
Income requirement	200% FPL
Minimum hours of operation	900 hours/program year
Operating schedule	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

POLICY	OR PP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	CDA	BA	<input type="checkbox"/>
Teacher specialized training	ECE or CDA	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Other	CDA or equivalent	<input type="checkbox"/>
Staff professional development	20 hours/year; PD plans (teachers not meeting education requirements)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Immunizations, developmental; Referrals	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations in some classrooms	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

5

RESOURCES

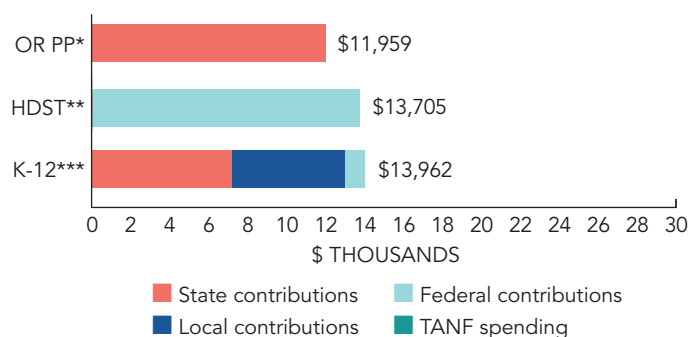
Total state pre-K spending	\$17,088,732
Local match required?	No
State spending per child enrolled	\$11,959
All reported spending per child enrolled*	\$11,959

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

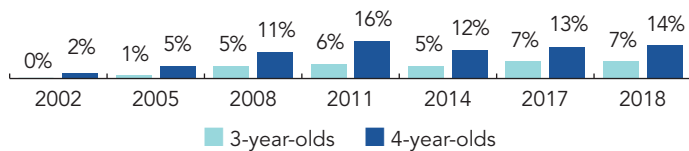
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

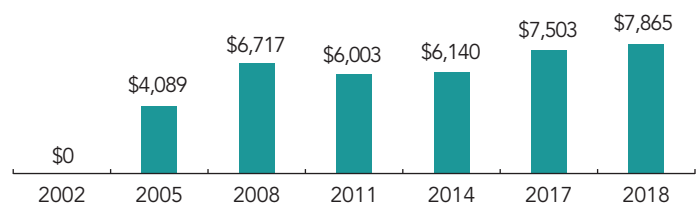


Pennsylvania

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Pennsylvania preschool enrolled 30,527 children in 2017-2018, an increase of 1,694 children from the prior year. State funding totaled \$240,085,217, up \$23,741,761 (11%), adjusted for inflation, since last year. State spending per child equaled \$7,865 in 2017-2018, up \$361 from 2016-2017, adjusted for inflation. Pennsylvania met an average of 7 of 10 quality standards benchmarks.

WHAT'S NEW

The Commonwealth of Pennsylvania was awarded a Preschool Development Grant Birth through Five award in 2018 for \$10.55 million to support Pennsylvania's Office of Child Development and Early Learning (OCDEL) in building an infrastructure to move OCDEL's strategic plan forward. The priority populations for initiatives funded by the grant are infants and toddlers, vulnerable children, children transitioning to kindergarten, migrant families, children with special needs, and the Early Childhood Education workforce.

BACKGROUND

The Pennsylvania Department of Education oversees and conducts fiscal monitoring for four pre-kindergarten programs.

The Ready to Learn (RTL) Block Grant (formerly known as the Education Accountability Block Grant Program) is the smallest program of Pennsylvania's four pre-K programs. Launched in 2004, this program is funded through the school aid formula with 75% of funds targeted to children who have not achieved proficiency on the PA System for School Assessment test. School districts can opt to offer this program or choose from a list of other services.

The Pennsylvania Head Start Supplemental Assistance Program (PAHSSAP), launched in 2004, is the second largest program, and provides extended-day services for children attending federally funded Head Start programs, as well as additional Head Start slots. Programs must meet federal Head Start Performance Standards and programs in child care centers must participate in the Pennsylvania Quality Rating and Improvement System (QRIS). PAHSSAP programs are required to use CLASS, ECERS, or another locally selected tool to annually conduct structured observations of classroom quality. The program is monitored and administered by the OCDEL, which is accountable to the Pennsylvania Departments of Education and Human Services.

The Pennsylvania Four-Year-Old Kindergarten (K4) and School-based Prekindergarten programs (SBPK), the longest-running of the state's pre-K programs, are financed through the state's general fund. K4 launched in the 1990s as "kindergarten for four-year-olds" and funding now is available to any districts wishing to offer the programs, but enrollment is low. Policy decisions are decentralized to the local school district level.

The Pennsylvania Pre-K Counts Program (PAPKC) enrolls the most children of the four state pre-K programs and is available in the most school districts statewide. The program, launched in 2007 specifically to expand access to high-quality pre-K, can enroll children up to two years before they are eligible for kindergarten. Children living in households with incomes up to 300% FPL are eligible for PAPKC, although school districts may set lower income thresholds. A variety of programs—Head Start, child care, private schools and public school districts—are eligible to apply for funding awarded through competitive grants every five years. In the 2015-2016 school year, PAPKC guidelines were updated to require a meal for part-day programs and comprehensive developmental and health screenings and referrals. Site monitoring is conducted annually by program specialists and PAPKC programs are required to have an ECERS assessment annually, which may include self-assessments.

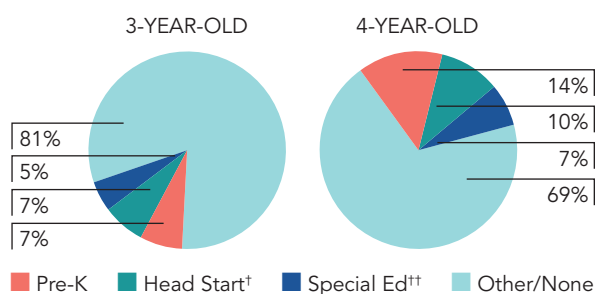
Pennsylvania's overall support for state-funded preschool, including enrollment and funding for all four programs, is depicted in the first two pages of this state profile. The third page focuses solely on RTL, the fourth page provides information on PAHSSAP, the fifth on K4/SBPK, and the sixth on PAPKC.

PENNSYLVANIA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	30,527
Special education enrollment, ages 3 and 4	23,501
Federally funded Head Start enrollment, ages 3 and 4	24,338
State-funded Head Start enrollment, ages 3 and 4	5,365

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

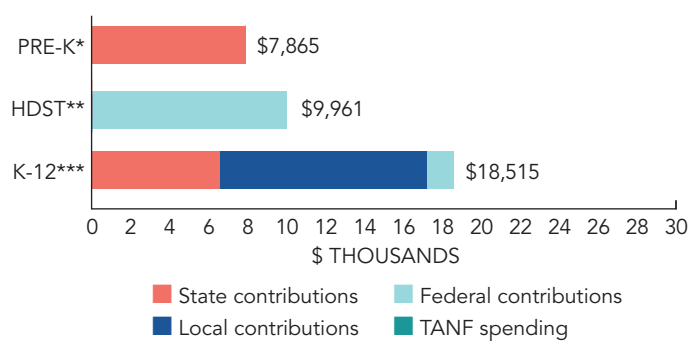


[†] Estimates children in Head Start not also enrolled in state pre-K.
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$240,085,217
State Head Start spending	\$53,621,000
State spending per child enrolled	\$7,865
All reported spending per child enrolled*	\$7,865

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
31	14

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
7	16

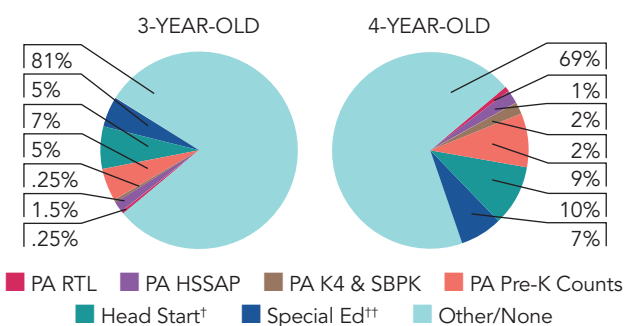
TOTAL BENCHMARKS MET
7

PENNSYLVANIA READY TO LEARN BLOCK GRANT

ACCESS

Total state pre-K enrollment	1,572
School districts that offer state program	2%
Income requirement	No income requirement
Minimum hours of operation	2.5 hours/day; 5 days/week
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.

†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	PA RTL REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	PK-4, B-3	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Meets NCLB requirements	CDA or equivalent	<input type="checkbox"/>
Staff professional development	180 hours/5 years (teachers only); PD plans (some public teachers); Coaching (new public teachers)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Health screenings determined locally	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Observation required for Instructional I certified teachers only; Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

4

RESOURCES

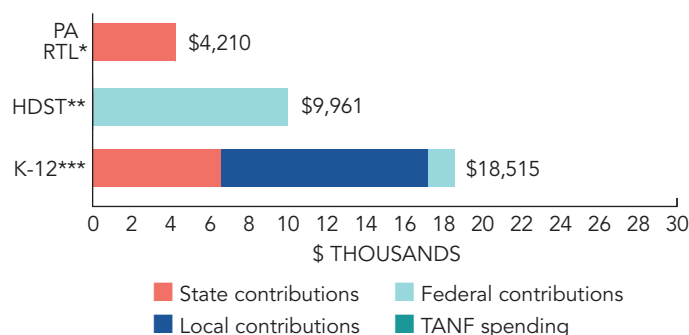
Total state pre-K spending	\$6,618,598
Local match required?	No
State spending per child enrolled	\$4,210
All reported spending per child enrolled*	\$4,210

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

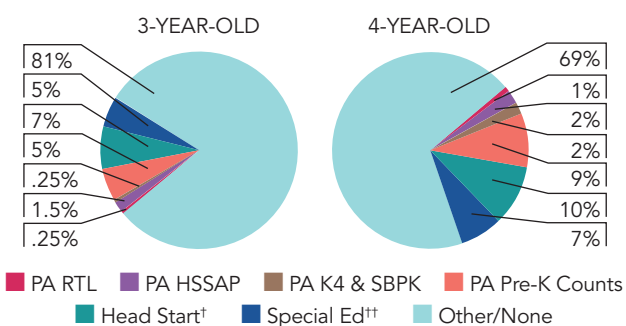


PENNSYLVANIA HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

ACCESS

Total state pre-K enrollment	5,651
School districts that offer state program	26%
Income requirement	100% FPL
Minimum hours of operation	3.5 hours/day
Operating schedule	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.

†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	PA HSSAP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	Approval process & supports	<input type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement at the local level only	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

RESOURCES

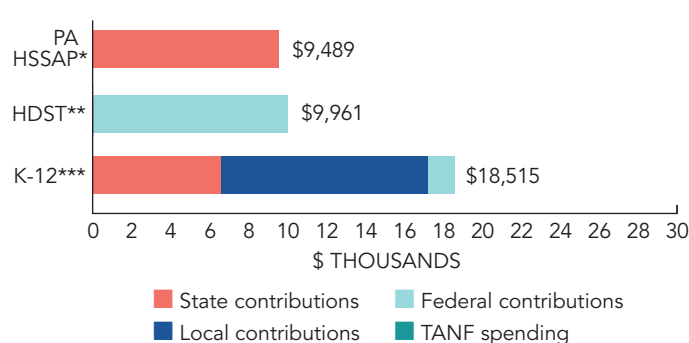
Total state pre-K spending	\$53,621,000
Local match required?	No
State spending per child enrolled	\$9,489
All reported spending per child enrolled*	\$9,489

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

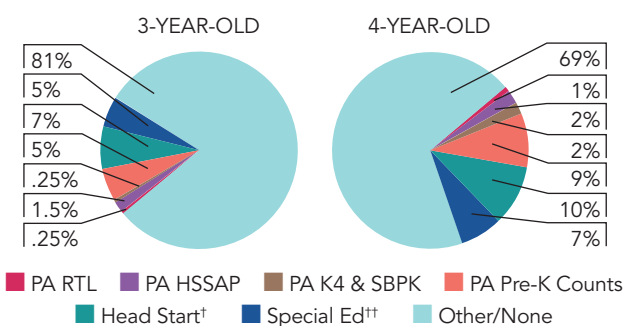


PENNSYLVANIA KINDERGARTEN FOR FOUR-YEAR-OLDS AND SCHOOL-BASED PRE-K

ACCESS

Total state pre-K enrollment	2,630
School districts that offer state program	19%
Income requirement	No income requirement
Minimum hours of operation	2.5 hours/day; 5 days/week
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.

†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	PA K4 & SBPK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	PK–4, K–6, (public); PK–4, B–3 (nonpublic)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	None (K4); Meets NCLB requirements (SBPK)	CDA or equivalent	<input type="checkbox"/>
Staff professional development	180 hours/5 years (SBPK public teachers only); Coaching (new teachers)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	SBPK: 20 (3- & 4-year-olds); K4: No limit	20 or lower	<input type="checkbox"/>
Staff-child ratio	SBPK: 1:10 (3- & 4-year-olds); K4: No limit	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Observation required for Instructional I certified teachers only; Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

3

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

RESOURCES

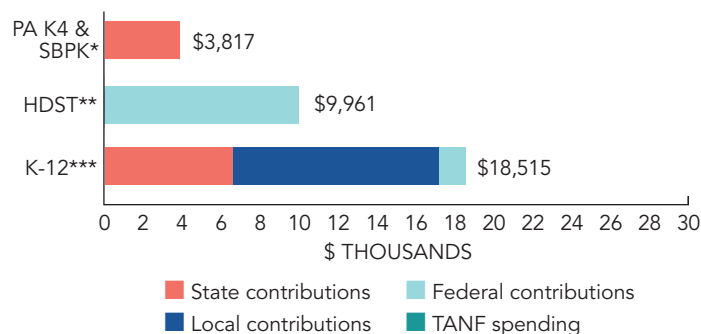
Total state pre-K spending	\$10,039,352
Local match required?	No
State spending per child enrolled	\$3,817
All reported spending per child enrolled*	\$3,817

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

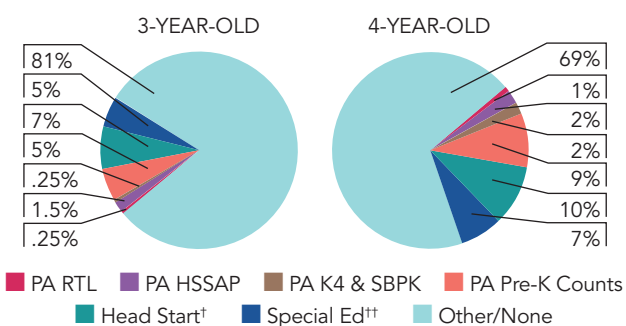


PENNSYLVANIA PRE-K COUNTS

ACCESS

Total state pre-K enrollment	20,674
School districts that offer state program	92%
Income requirement	300% FPL
Minimum hours of operation	2.5 hours/day; 5 days/week
Operating schedule	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.

†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	PA PKC REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	PK-4, B-4	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Meets NCLB requirements	CDA or equivalent	<input type="checkbox"/>
Staff professional development	180 hours/5 years (teachers only); PD plans (some teachers per QRIS); Coaching (new teachers)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

8

RESOURCES

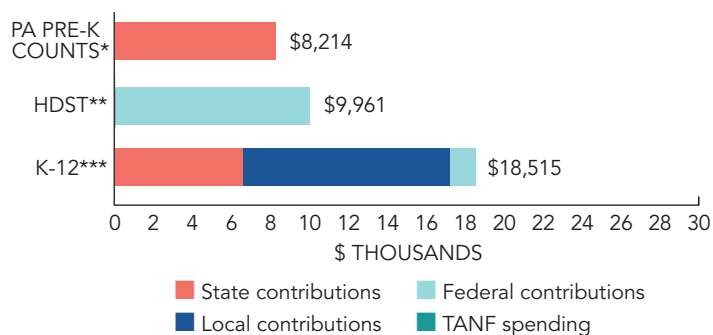
Total state pre-K spending	\$169,806,267
Local match required?	No
State spending per child enrolled	\$8,214
All reported spending per child enrolled*	\$8,214

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

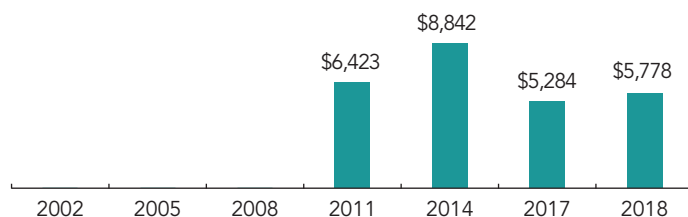


Rhode Island

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Rhode Island preschool enrolled 1,080 children in 2017-2018, an increase of 72 children from the prior year. State funding totaled \$6,240,000, up \$913,563 (17%), adjusted for inflation, since last year. State spending per child equaled \$5,778 in 2017-2018, up \$494 from 2016-2017, adjusted for inflation. Rhode Island met 10 of 10 quality standards benchmarks.

WHAT'S NEW

The Rhode Island Department of Human Services was awarded a Preschool Development Grant Birth through Five award in 2018 for \$4.19 million to support development, planning, and coordination of the State's B-5 Early Learning Childhood System.

BACKGROUND

The Rhode Island State Pre-Kindergarten Program, launched in 2009, is provided in public schools, Head Start programs, and private child care. All children who turn 4 years old by September 1 and are living in participating communities are eligible for the program, but enrollment is determined by lottery.

The Rhode Island Department of Education oversees the pre-K program, which is funded through the Rhode Island school funding formula, approved in 2010. Using a phased-in approach, \$10 million is to be invested over 10 years to expand access to high-quality pre-K, beginning with communities with a high proportion of children eligible for free or reduced-price lunch.

In 2014, Rhode Island received a \$19 million federal Preschool Development Grant (PDG) to expand access to its high-quality pre-K program. PDG funding was used to expand access in high-need communities and to improve program monitoring, evaluation, and technical assistance. As a result of PDG support, enrollment nearly doubled between the 2015-2016 and 2016-2017 school years, and leveled off as planned in 2017-2018.

Teachers in the program must hold a bachelor's degree with an early childhood teaching certificate. The Rhode Island Department of Elementary and Secondary Education provides training and technical assistance through a vendor to all staff on an ongoing basis. The Rhode Island Pre-Kindergarten Program has been assessed for both process quality and program impact/child outcomes, including classroom quality and child outcomes in literacy, arithmetic, and social-emotional development. Additionally, a new evaluation of the program is underway, which will gauge child outcomes, overarching classroom quality and include an analysis of long-term costs.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
34	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
18	3

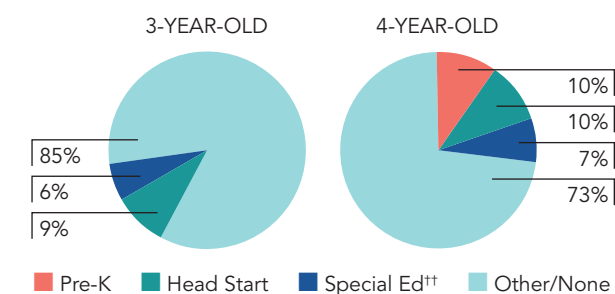
TOTAL BENCHMARKS MET
10

RHODE ISLAND STATE PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	1,080
School districts that offer state program	28% (communities)
Income requirement	No income requirement
Minimum hours of operation	6 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	1,862
Federally funded Head Start enrollment, ages 3 and 4	1,891
State-funded Head Start enrollment, ages 3 and 4	130

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	RI PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD + 12 ECE/CD credits (public); HSD + 12 ECE/CD credits or a CDA (nonpublic)	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	20 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	18 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

10

RESOURCES

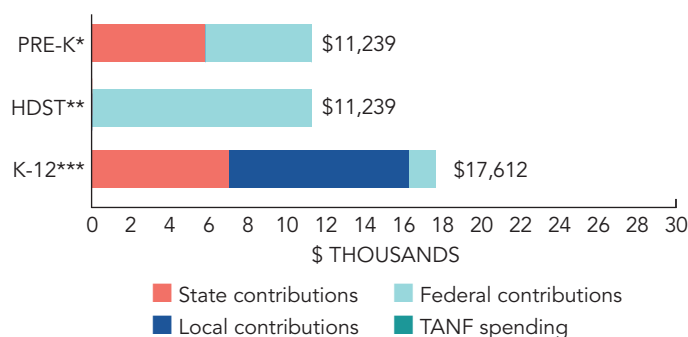
Total state pre-K spending	\$6,240,000
Local match required?	No
State Head Start spending	\$1,190,000
State spending per child enrolled	\$5,778
All reported spending per child enrolled*	\$11,239

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

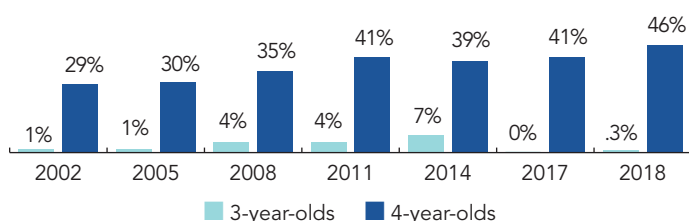
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



South Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

South Carolina preschool enrolled 27,519 children in 2017-2018, an increase of 3,440 children from the prior year. State funding totaled \$77,572,655 up \$3,603,184 (5%), adjusted for inflation, since last year. State spending per child equaled \$2,819 in 2017-2018, down \$253 from 2016-2017, adjusted for inflation. South Carolina met 7 of 10 quality standards benchmarks.

WHAT'S NEW

The South Carolina Department of Social Services was awarded a Preschool Development Grant Birth through Five award in 2018 for \$3.45 million to increase access to quality early childhood programs and better align existing services to support a comprehensive system for all children.

South Carolina's Early Learning Standards (SC-ELS) were revised in 2017. The SC-ELS create a cohesive framework for early learning throughout the state, including the identification of approved curricula which will be implemented in 2018.

BACKGROUND

South Carolina funds two preschool programs: the Education Improvement Act Child Development Program (EIA 4K) and the public-private Child Early Reading Development and Education Program (CERDEP). Both programs are delivered in public school settings via the South Carolina Department of Education's Office of Early Learning and Literacy (OELL). CERDEP is co-administered in private preschool settings by South Carolina First Steps to School Readiness (First Steps), the state's school readiness initiative.

EIA 4K, initiated in 1984, is funded as part of a one-cent sales tax supporting public education projects. State law limits eligibility for EIA 4K to children qualifying for free- or reduced-price lunch or Medicaid, and allows for consideration of children with documented developmental delays. State funding is allocated to districts by OELL using a formula according to the number of kindergarten students who qualify for free or reduced-price lunch in each district. Participating school districts are required to offer, at minimum, a half-day pre-K program. Most school districts now provide full-day programs, with a few continuing to offer half-day programs.

CERDEP, originally called the Child Development Education Pilot Program (CDEPP), is the state's other early education initiative. Created as a pilot program in 2006 in response to Abbeville County School District, et. al. v. South Carolina, a school equity funding lawsuit brought by rural school districts, the program was codified in 2014 along with the state's Read to Succeed legislation (Act 284). Children qualifying for free- or reduced-price lunch, those receiving Medicaid, or those with a documented developmental delay are eligible to participate in CERDEP.

To monitor quality, OELL conducts visits including an evaluation based on the ELLCO checklist used to provide feedback and support to ensure all classrooms are language- and literacy-rich. Some programs receive an additional level of monitoring which includes a fidelity verification measuring curriculum implementation. Feedback is provided to the teacher, school administrator, and/or the CERDEP district liaison/reading coach to provide post-observation feedback and set future goals.

First Steps' Regional 4K Coordinators make announced and unannounced monitoring and technical assistance visits twice monthly to CERDEP classrooms in private settings. These visits include unannounced evaluative monitoring using the ECERS-3, as well as measures of curricular fidelity with reflecting, goal-setting and action plans for programs.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
11	29

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
37	41

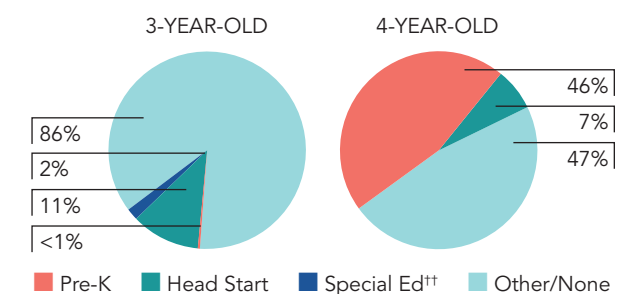
TOTAL BENCHMARKS MET
7

SOUTH CAROLINA CHILD EARLY READING DEVELOPMENT AND EDUCATION PROGRAM AND EIA/4K

ACCESS

Total state pre-K enrollment	27,519
School districts that offer state program	100%
Income requirement	185% FPL
Minimum hours of operation	4 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	4,938
Federally funded Head Start enrollment, ages 3 and 4	10,593
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



** Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	SC PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, P-3 (public); ECE, CD (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Immunizations, developmental; Referrals	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

RESOURCES

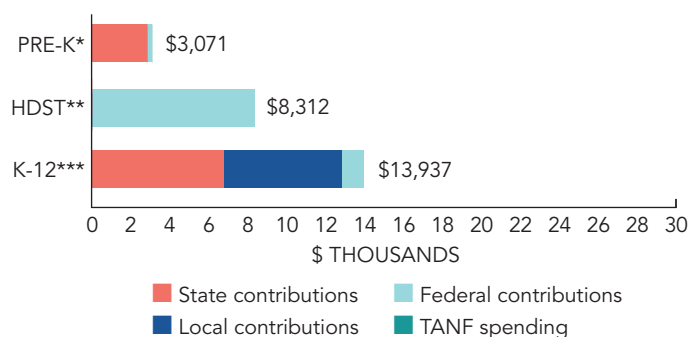
Total state pre-K spending	\$77,572,655
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$2,819
All reported spending per child enrolled*	\$3,071

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



South Dakota

NO PROGRAM

South Dakota currently does not have a state-funded preschool program, as defined by this report; but the state does support early childhood education in several ways. The Division of Child Care Services within the Department of Social Services oversees licensing early childhood programs and administers direct child-care assistance payments to low-income families. In 2011, the South Dakota Bright Start Home Visiting Nurses Initiative began providing services to Native American children. The program focuses on infant brain development as well as early childhood development. The Birth to Three office, within the Department of Education, oversees early childhood special education and the Head Start Collaboration office.

The South Dakota Early Learning Guidelines are used in all settings that serve children from birth to 5 years old and cover multiple domains including: health and physical development, creative arts, language and literacy, social studies, social-emotional development and approaches toward learning, mathematics, and science. The Guidelines are aligned with the South Dakota Content Standards for Kindergarten, which are part of the K-12 State Standards incorporating the Common Core State Standards for English Language Arts and Mathematics. The Guidelines were a collaboration between the University of South Dakota, the Department of Education Head Start State Collaboration office, Department of Social Services Child Care Services and multiple other stakeholders.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

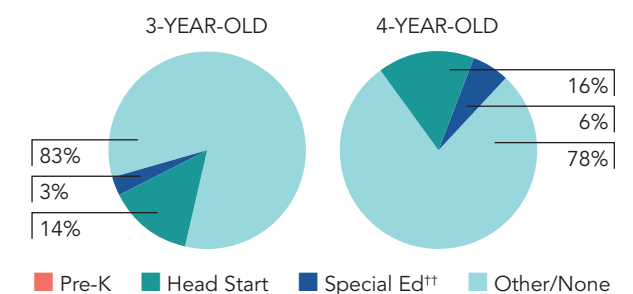
TOTAL BENCHMARKS MET
No Program

SOUTH DAKOTA

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	1,621
Federally funded Head Start enrollment, ages 3 and 4	3,730
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

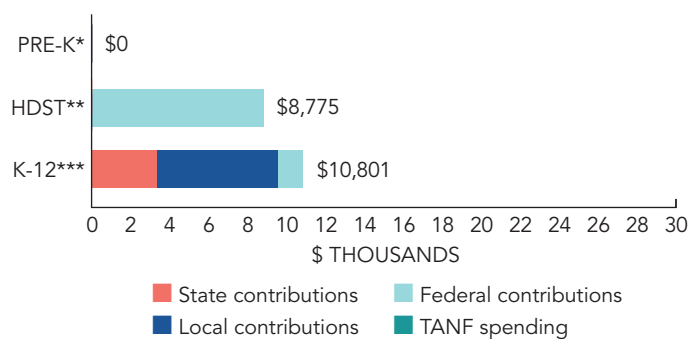
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

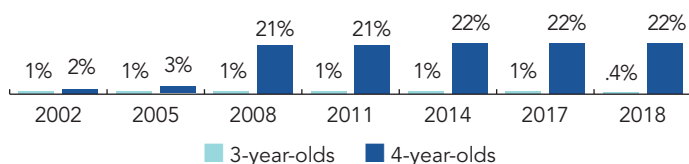
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

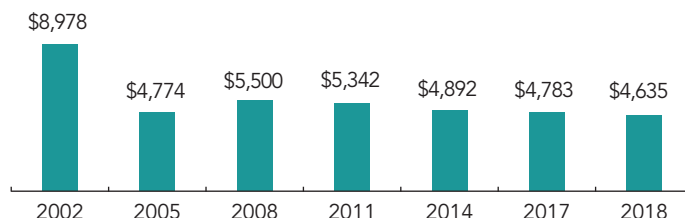


Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Tennessee preschool enrolled 18,354 children in 2017-2018, an decrease of 286 children from the prior year. State funding totaled \$85,062,422, down \$4,098,484 (5%), adjusted for inflation, since last year. State spending per child equaled \$4,635 in 2017-2018, down \$149 from 2016-2017, adjusted for inflation. Tennessee met 7 of 10 quality standards benchmarks.

WHAT'S NEW

Starting in 2017-2018, in-service professional development for directors, teachers, and assistant teachers in Tennessee Voluntary Pre-K (VPK) increased from 18 to 24 clock hours per year. This requirement will further increase to 30 hours in 2018-2019, and six of the 30 hours must address developmentally appropriate literacy practices. Similar requirements for directors, teachers, and assistants are designed specifically to promote cooperative learning. Also, Tennessee's Early Learning and Development Standards were revised, approved, and went into effect in 2018.

BACKGROUND

Tennessee Voluntary Pre-K (VPK) was launched in 2005, building on the 1998 Early Childhood Education Pilot Project. Now, VPK classrooms can be found in 138 of the state's 142 school districts. Children living in low-income households are prioritized for enrollment in VPK, as are children who are homeless, or in foster care.

The Tennessee State Department of Education, Division of Early Learning and Literacy, has administrative authority over VPK. Only local education agencies may apply for VPK grants, but districts may contract with private child care agencies, Head Start agencies, institutions of higher education, public housing authorities, and any community-based or private agency rated at least three stars on the state's quality rating and improvement system (QRIS). Programs contracted to provide VPK services must operate within the jurisdiction of the school district.

VPK relies on numerous funding sources, including general education revenue and, in the past, lottery revenue and federal TANF funds. State funds for the VPK program have been mostly level since the 2014 school year. Federal Head Start, IDEA, Title I, and other funds are used to provide the required 25% local match.

In 2014, Tennessee received a \$17.5 million federal Preschool Development Grant to expand pre-K enrollment in Nashville and Shelby County. PDG funds supported 120 children in new slots in VPK classrooms in 2017-2018 as well as 4,077 improved slots. In addition, PDG funds supported 120 children in new slots and 1,326 improved slots in the state (outside of VPK) in 2017-2018.

Peabody Research Institute (PRI) at Vanderbilt University was involved in the ongoing external evaluation on the effectiveness of the VPK program for children who attended VPK in 2009-2010. The study reported statistically significant cognitive and social-emotional gains for VPK participants during the pre-K year and a significant reduction in kindergarten retention for participants. However, the gains appeared to gradually dissipate and turned significantly negative in some subtests (favoring the control group) by third grade. The Pre-k Quality Act of 2016 was passed as a result of this study's findings, and includes revising the Tennessee Early Learning Development Standards, creating a shared definition of "quality" to guide quality improvements, establishing a vision for early learning at statewide trainings, supporting curriculum implementation, creating guidance for district leaders, reducing the number of approved curricula from 37 to 3, shifting to a competitive grant application based on program quality, piloting CLASS observations, training CLASS observers, and implementing pre-K Student Growth Portfolios statewide.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
29	28

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22	29

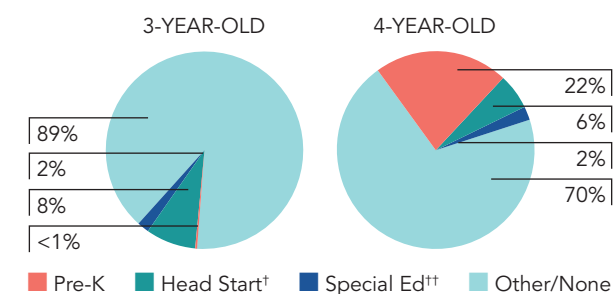
TOTAL BENCHMARKS MET
7

TENNESSEE VOLUNTARY PRE-K

ACCESS

Total state pre-K enrollment	18,354
School districts that offer state program	97%
Income requirement	185% FPL
Minimum hours of operation	5.5 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	7,233
Federally funded Head Start enrollment, ages 3 and 4	15,050
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Estimates children in Head Start not also enrolled in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	TN PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	24 hours/year; PD plans; Coaching (PDG teachers)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (First year teachers only, others determined locally); Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>
			7

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

RESOURCES

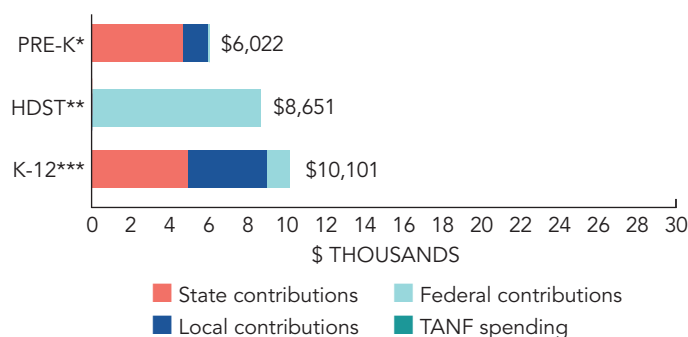
Total state pre-K spending	\$85,062,422
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$4,635
All reported spending per child enrolled*	\$6,022

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

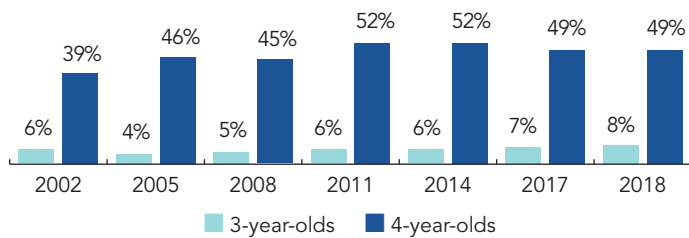
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

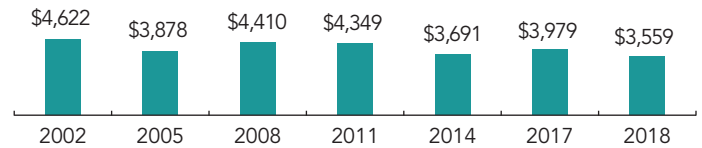


Texas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Texas preschool enrolled 231,485 children in 2017-2018, an increase of 7,371 children from the prior year. State funding totaled \$823,908,971, down \$67,736,584 (8%), adjusted for inflation, since last year. State spending per child equaled \$3,559 in 2017-2018, down \$419 from 2016-2017, adjusted for inflation. Texas met 4 of 10 quality standards benchmarks.

WHAT'S NEW

In January 2019, Governor Abbott appointed 20 new members to the Texas Early Learning Council, which was originally established as the state's early childhood advisory council in 2009. Also, at the end of 2018, the Texas Education Agency (TEA) was awarded \$1,789,455 under the Preschool Development Grant Birth through Five competition.

BACKGROUND

In 1985, Texas began funding half-day prekindergarten for eligible 4-year-olds through the Texas Public School Prekindergarten program. Currently, districts with 15 or more eligible 4-year-olds are required to offer prekindergarten. Districts with 15 or more eligible 3-year-olds can also offer prekindergarten, but are not required to do so. The TEA Early Childhood Education Division oversees the free program in school districts and open-enrollment charter schools, and school districts are permitted to subcontract with nonpublic preschools to serve eligible children.

Students are eligible to participate in the Texas Public School Prekindergarten program if they meet at least one of the following conditions: qualify for free or reduced-price lunch (185% of FPL), are homeless, are in foster care, have a parent on active military duty or who was injured or killed on active duty, are unable to speak or comprehend English, and/or have a parent eligible for the Star of Texas Award. Funding for half-day pre-K is based on Average Daily Attendance (ADA) and provided through the Foundation School Program as part of the K-12 funding system.

In 2015, the Texas Legislature provided funding for quality improvements in Texas Public School Prekindergarten programs. Districts and open-enrollment charter schools applied for grants to implement a High-Quality Prekindergarten Grant Program. To be eligible for funding, a school district or charter school agreed to use a curriculum aligned with the Prekindergarten Guidelines, increase prekindergarten teacher training and/or qualifications, implement student progress monitoring, provide kindergarten readiness results, and develop quality family engagement plans. The agency awarded funding to 573 district and charter schools.

In 2017, the Texas Legislature cut \$15 million in supplemental pre-K funding from the state's biennial budget, and did not continue funding the High-Quality Prekindergarten Grant program. However, that same year, lawmakers required school districts and charter schools with eligible 4-year-olds to use at least 15% of their state Foundation School Program funds on high-quality preschool efforts, and established a new prekindergarten-to-third grade teacher certification.

The Children's Learning Institute at the University of Texas-Health Science Center, in partnership with the TEA and Texas Workforce Commission, has developed a comprehensive professional development platform for early childhood educators that is free to all public school teachers, Head Start programs, and licensed child care centers participating in the state's quality rating and improvement system (QRIS), the Texas Rising Star program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
10	12

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
35	39

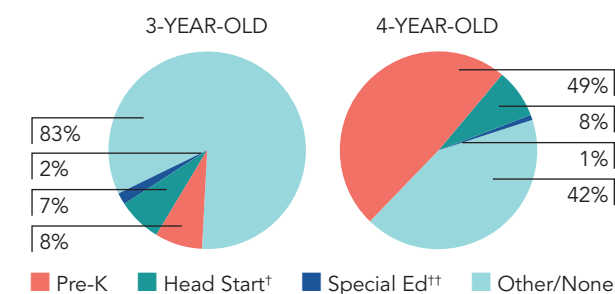
TOTAL BENCHMARKS MET
4

TEXAS PUBLIC SCHOOL PREKINDERGARTEN

ACCESS

Total state pre-K enrollment	231,485
School districts that offer state program	87%
Income requirement	185% FPL
Minimum hours of operation	3 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	26,640
Federally funded Head Start enrollment, ages 3 and 4	61,170
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	TX PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	P-6 (public)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	150 hours/5 years (teachers only); Coaching in the grant funding 85% of children	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	No limit (3- & 4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	No limit (3- & 4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, immunizations	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

4

RESOURCES

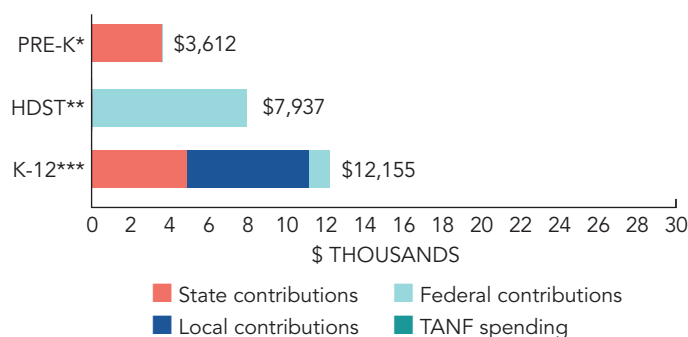
Total state pre-K spending	\$823,908,971
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$3,559
All reported spending per child enrolled*	\$3,612

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



NO PROGRAM

Utah currently does not provide a state-funded preschool program meeting the criteria for this report. However, the state does have several other early childhood initiatives.

In 2014, Utah House Bill 96 was passed, creating the High-Quality School Readiness Initiative. The initiative was amended in Utah House Bill 380 during the 2018 session. The purposes of the Utah School Readiness Initiative are to increase school readiness, improve academic performance, and reduce remediation costs associated with poor academic outcomes. Also in 2014, Utah approved future investment in early learning programming through a partnership between businesses and the state. The Utah High-Quality School Readiness Initiative was signed by Governor Herbert, allowing the newly created School Readiness Board to enter into results-based financing contracts with private entities to fund proven high-quality early childhood education programs to serve at-risk students. The bill also creates grant funding for existing public and private early education programs to increase quality, and funds independent evaluation. The bill details components of high-quality programs as well as home-based educational technology programs that may enter into a results-based contract with the Board. The initiative began serving children in the 2014-2015 school year. During the 2017-2018 school year, 438 students were served by LEAs and private providers.

Utah Senate Bill 101, High-Quality School Readiness Initiative Expansion (HQSR-E), passed in 2016. HQSR-E is intended to expand access to high-quality school readiness programs for eligible students to increase school readiness, improve academic performance, and reduce remediation costs associated with poor academic outcomes. The HQSR-E Grant program provides grant funds to LEAs with existing early education programs deemed high-quality, as determined by the Early Childhood Environment Rating Scale (ECERS-3 or ECERS-R) and some additional rubric criteria. Programs are eligible to apply for HQSR-E funding if they provide services to economically disadvantaged 4-year-old children, can illustrate how funds will be used to expand their current preschool programs, and are deemed high-quality school readiness programs based on the criteria noted above. During the 2017-2018 school year 4,948 students were served in HQSR-E classrooms. A total of 1,135 of those seats were created to enroll 4-year-old children from economically disadvantaged families using approximately \$5.7 million in TANF funding. The program is set to expire in June 2019.

Utah's UPSTART Program provides a home-based, technology-delivered kindergarten readiness program to children throughout the state. During the 2017-2018 school year, the UPSTART program served children in every Utah school district and reached more than 14,000 students. State funds allocated to the program total \$9.6 million, and an additional \$2 million in TANF funding was made available through an RFP process. UPSTART prioritizes low-income, ELL, and rural children. The program includes an annual independent evaluation contracted by the Utah State Board of Education.

On February 10, 2017, the Utah State Board of Education agreed to have the Early Childhood Core Standards revised. The standards were originally written and adopted in 2012. The Early Childhood Core Standards cover multiple domains including: physical well-being and motor development, social-emotional development, approaches toward learning, language development, and cognitive and general knowledge. Revised standards are expected to be published and distributed by January 2020.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

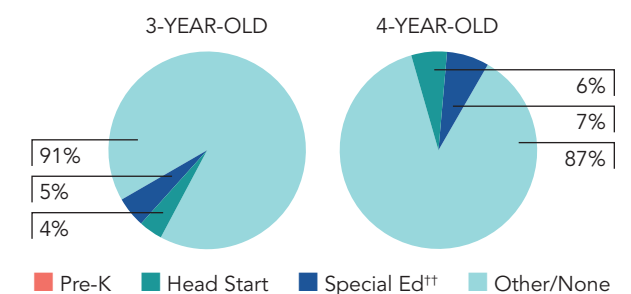
TOTAL BENCHMARKS MET
No Program

UTAH

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	6,515
Federally funded Head Start enrollment, ages 3 and 4	4,929
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

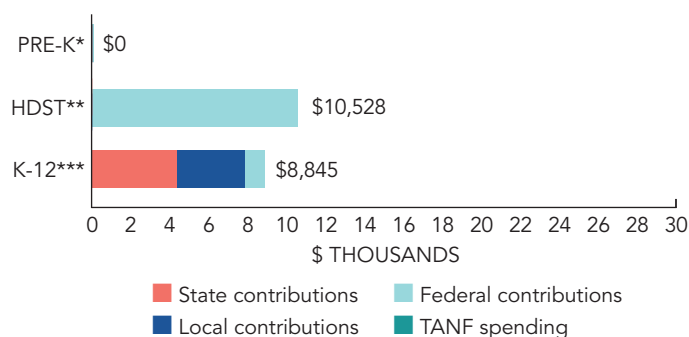
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

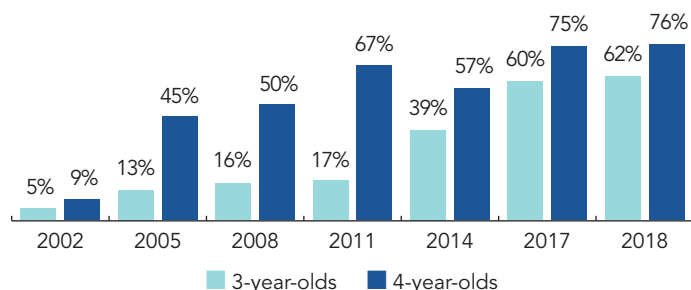
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

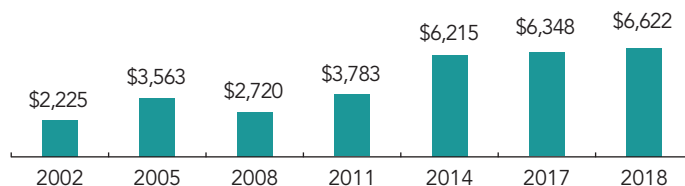


Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Vermont preschool enrolled 8,815 children in 2017-2018, a decrease of 128 children from the prior year. State funding totaled \$58,370,955, up \$1,601,891 (3%), adjusted for inflation, since last year. State spending per child equaled \$6,622 in 2017-2018, up \$274 from 2016-2017, adjusted for inflation. Vermont met 7 of 10 quality standards benchmarks.

WHAT'S NEW

The Vermont Agency of Education (AOE) and Agency of Human Services (AHS) are in the process of designing a new joint-agency Pre-K Monitoring System. The new monitoring system builds upon existing monitoring systems and procedures to assess the quality of the state's approved private and public universal pre-K (UPK) programs. The system scales up the State's focus on components of a high-quality, effective, pre-K education program across the many types of settings in which it is offered.

In addition, continued development for the incorporation of birth through five data sources into the new Vermont Statewide Longitudinal Data System (SLDS) was recently completed. The SLDS enhances the ability of the State to efficiently and accurately manage, analyze, and use education data, allows for the analysis of data collected from birth through age 21, and the examination of longitudinal outcomes among children participating in UPK. Also, in 2018, the State of Vermont was awarded \$3,363,695 under the Preschool Development Grant Birth through Five.

BACKGROUND

Vermont, in 1987, created the Vermont Early Education Initiative (EEI), an annual competitive grant program to finance early education opportunities for at-risk 3- to 5-year-olds. In 2007, legislation expanded publicly funded prekindergarten education for 4-year-old children in public schools and private programs and provided funding through the state's Education Fund, similar to K-12, pro-rated based on a model of 10 hours per week.

In 2014, new legislation, Act 166, required all public school districts to offer UPK for every 3-, 4-, and 5-year-old child not enrolled in kindergarten, for a minimum of 10 hours per week for 35 weeks annually. UPK was fully implemented beginning in the 2016-2017 school year, with pre-K provided through school district operated programs and in contractual partnerships with state-approved public and private programs. Funding for Act 166 is a mix of federal, state, and local dollars. Federal funding in 2017-2018 came from various sources, including Vermont's \$33 million, 4-year federal Preschool Expansion Grant.

Act 166 also requires an annual legislative evaluation of the state's pre-K efforts that includes the number of children and programs participating in UPK, child progress monitoring data, and quality rating and improvement system (QRIS) level information. All Vermont state pre-K programs are required to attain at least four of five stars in Vermont's QRIS, Step Ahead Recognition Systems (STARS), or hold NAEYC accreditation. STARS requires structured observations of classroom quality using the ECERS or CLASS. Licensed educators with an endorsement in early childhood education and/or early childhood special education are required to be lead teachers in all public school UPK classrooms. For private UPK programs, the licensed educator is required to oversee lead teachers in private UPK classrooms to ensure implementation of UPK education for each child.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
3	2

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
12	15

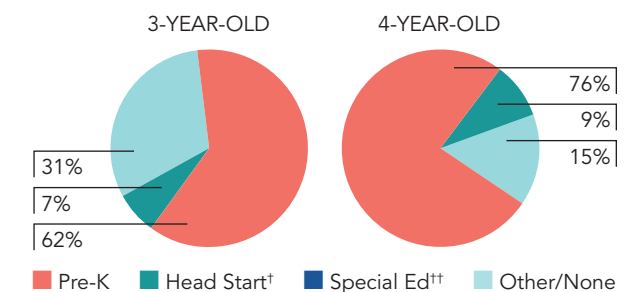
TOTAL BENCHMARKS MET
7

VERMONT UNIVERSAL PREKINDERGARTEN EDUCATION (ACT 166)

ACCESS

Total state pre-K enrollment	8,815
School districts that offer state program	100%
Income requirement	No income requirement
Minimum hours of operation	10 hours/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	1,266
Federally funded Head Start enrollment, ages 3 and 4	965
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	VT PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); BA for lead teacher, AA for classroom teacher (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd (public); Elem. Ed., CD (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	9 credit hours/5 years (public teachers); 15 hours/year (assistants & nonpublic teachers); PD plans	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

RESOURCES

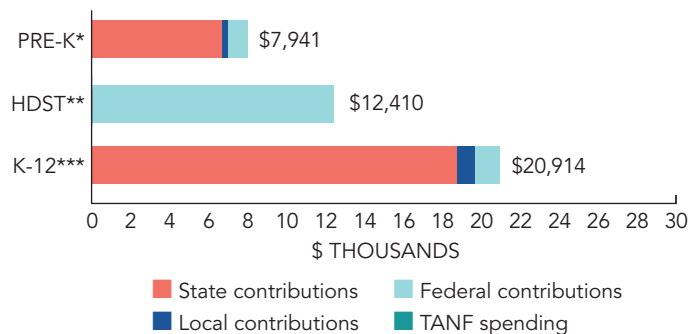
Total state pre-K spending	\$58,370,955 ¹
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$6,622
All reported spending per child enrolled*	\$7,941

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

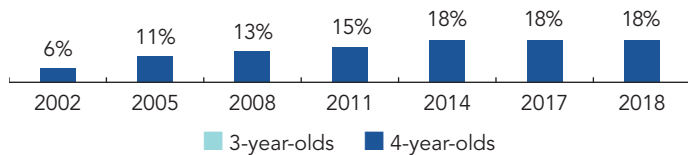
SPENDING PER CHILD ENROLLED



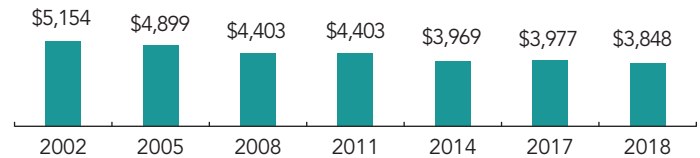
¹ A total of \$70,002,759 was used to support the program. Other than federal PDG, Vermont could not break this amount into state, local, and federal spending. NIEER estimated the breakdown based on K-12 spending.

Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Virginia preschool enrolled 17,959 children in 2017-2018, a decrease of 64 children from the prior year. State funding totaled \$69,097,643, down \$2,579,233 (4%), adjusted for inflation, since last year. State spending per child equaled \$3,848 in 2017-2018, down \$129 from 2016-2017, adjusted for inflation. Virginia met 6 of 10 quality standards benchmarks.

WHAT'S NEW

The Virginia Department of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for \$9.9 million to help unify and strengthen the early childhood care and education system with communities leading the way. The Governor created the Chief School Readiness Officer position in 2018 to support early childhood education in the state, including a unified birth through five system.

BACKGROUND

The Virginia Preschool Initiative (VPI) began in 1995 to serve at-risk 4-year-olds not enrolled in existing preschool programs. During the 2017-2018 school year, VPI programs operated in 92% of eligible school divisions. Programs are required to operate for a minimum of three hours per day, though 97% of children attend school-day programs throughout the school year. VPI is funded by state lottery revenues as well as a required local match. Funding for VPI is available to school divisions where there are at-risk 4-year-olds who are not served by Head Start and is based on the number of students eligible for free lunch.

Virginia's federal Preschool Development Grant (PDG) program, VPI+, expands services to 4-year-olds in high needs communities. The state serves an additional 1,441 students through this program. PDG funding was also used to enhance the quality of 2,009 VPI slots in 2017-2018. Virginia is currently working on a plan to sustain PDG funding after the federal grant ends.

VPI eligibility has always been based on risk factors including, but not limited to: family income at or below 200% FPL, family income at or below 350% FPL for students with special needs or disabilities, homelessness, or parent(s) with limited education. A total of 15% of slots can be filled using locally determined eligibility criteria.

In 2011, VPI was evaluated for both program quality and child outcomes by the Curry School of Education at the University of Virginia. Prior to that, monitoring by state education staff and consultants was conducted through site visits every two years to review program facilities, on-site safety procedures, and program record checks. Site visits were eliminated due to budget constraints in 2011-2012. Desk monitoring of local plans and results of child assessments continue as methods to conduct an annual review of program-level outcomes.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
30	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
33	27

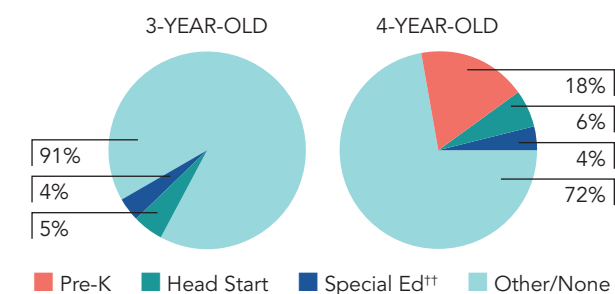
TOTAL BENCHMARKS MET
6

VIRGINIA PRESCHOOL INITIATIVE

ACCESS

Total state pre-K enrollment	17,959
School districts that offer state program	92% (school divisions)
Income requirement	200% FPL
Minimum hours of operation	3 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	10,380
Federally funded Head Start enrollment, ages 3 and 4	11,794
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	VA PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); HSD (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, or CDA	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD (public); None (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year (teachers only)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

RESOURCES

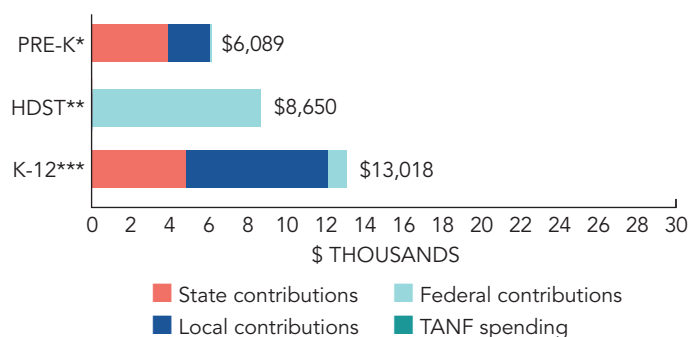
Total state pre-K spending	\$69,097,643
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$3,848
All reported spending per child enrolled*	\$6,089

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

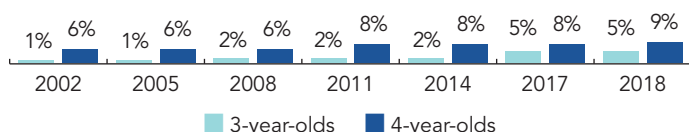
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

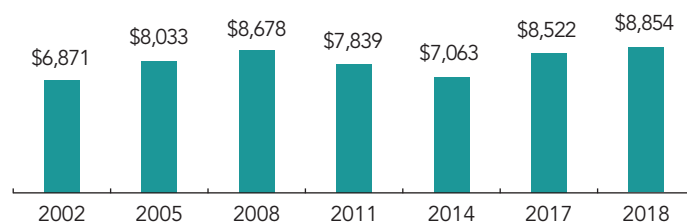


Washington

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Washington preschool enrolled 12,491 children in 2017-2018, an increase of 800 children from the prior year. State funding totaled \$110,594,841, up \$10,960,166 (11%), adjusted for inflation, since last year. State spending per child equaled \$8,854 in 2017-2018, up \$332 from 2016-2017, adjusted for inflation. Washington met 8 of 10 quality standards benchmarks.

WHAT'S NEW

The Washington State Department of Children, Youth, and Families was awarded a federal Preschool Development Grant Birth through Five award in 2018 for \$5.27 million to conduct a comprehensive statewide needs assessment, in-depth strategic planning, and other key activities to advance the agency's work to support families and providers caring for Washington's youngest children.

In 2018, the Washington Department of Early Learning merged into the new Department of Children, Youth and Families which oversees early learning programs along with child protective services and foster care. On July 1, 2019, juvenile rehabilitation services will join the department. Washington continues to expand access to preschool toward the state's goal of enrolling all eligible children by 2022-2023, while also increasing the funded rate per slot. New performance standards were released in 2018 and additional releases aligned with child care licensing requirements and quality rating and improvement system (QRIS) standards will be released in 2019 and 2020.

Statewide implementation of EMPath's Mobility Mentoring® as a family engagement approach occurred in 2018-2019 after three years of piloting. This approach uses coaching methods rooted in brain science to improve focus, planning, and decision-making. Participants set and achieve future-oriented goals and increase family well-being and economic mobility despite the immediate challenges of poverty. Pilot data demonstrates statistically significant growth for families.

BACKGROUND

The Washington Department of Children, Youth, and Families has a goal to ensure 90% of children in the state are ready for kindergarten by 2020 with race and income eliminated as predictors of their readiness. The state Early Childhood Education and Assistance Program (ECEAP), created in 1985 to prepare 3- and 4-year-olds from low-income families for success in school and in life, is a big part of the state's strategy to accomplish this goal. In recent years, both funding and enrollment for ECEAP have been growing. ECEAP funding comes from the state general fund, the Education Legacy Trust Account funded by estate taxes, and the "opportunity pathways account" financed by lottery proceeds. In 2010, the state Legislature established the ECEAP as a statutory entitlement for all eligible children, not funded by Head Start, by the 2018-2019 school year—a deadline recently extended to 2022-2023.

ECEAP focuses on the whole child and provides comprehensive nutrition, health, education and family support services to Washington's most at-risk young children. To be eligible for ECEAP, children must be 3- or 4-years-old and live in households with an income at or below 110% of FPL, or have an IEP (regardless of income). Up to 10% of ECEAP enrollment may include children whose families do not meet the poverty requirement but experience other risk factors that could jeopardize learning, development, or school success.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
37	16

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
5	9

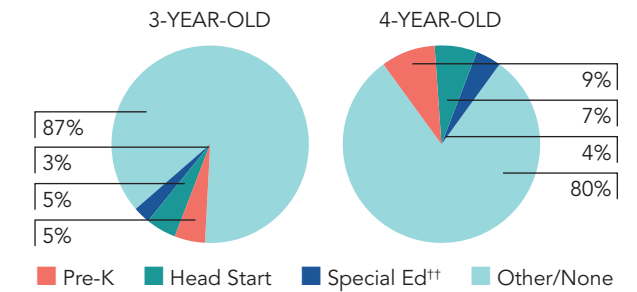
TOTAL BENCHMARKS MET
8

EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

ACCESS

Total state pre-K enrollment	12,491
School districts that offer state program	92% (counties)
Income requirement	110% FPL
Minimum hours of operation	2.5 hours/day
Operating schedule	School year (part- & school-day)
Special education enrollment, ages 3 and 4	9,468
Federally funded Head Start enrollment, ages 3 and 4	10,291
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



** Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	WA PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA, 12 ECE credits, WA State ECE Certificate	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year (teachers only); Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

8

RESOURCES

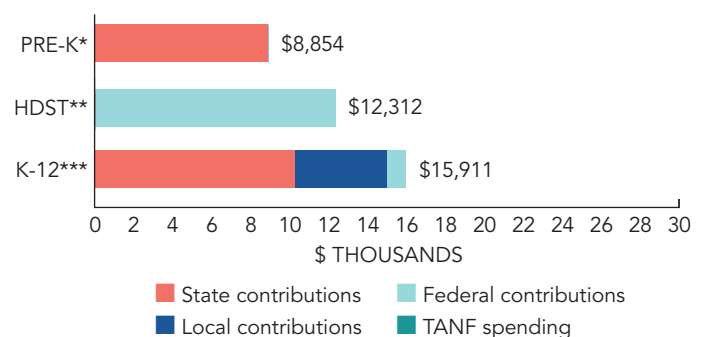
Total state pre-K spending	\$110,594,841
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$8,854
All reported spending per child enrolled*	\$8,854

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

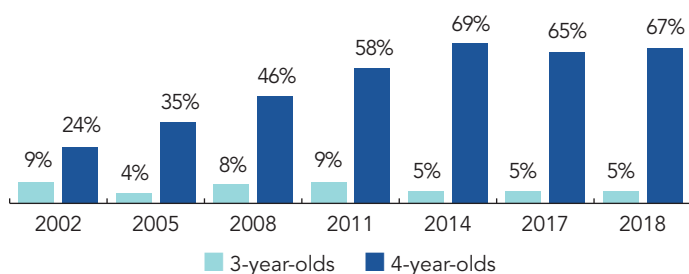
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

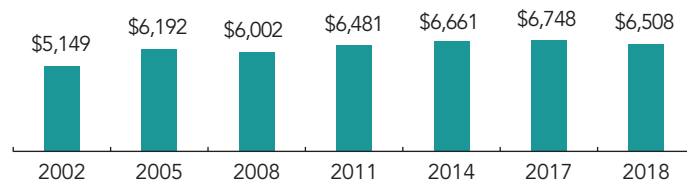


West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

West Virginia preschool enrolled 15,101 children in 2017-2018, an increase of 79 children from the prior year. State funding totaled \$94,533,303 and \$3,745,497 in TANF funds were also used to support the program, down \$3,095,056 (3%), adjusted for inflation, since last year. State spending per child (including TANF funds) equaled \$6,508 in 2017-2018, down \$240 from 2016-2017, adjusted for inflation. West Virginia met 9 of 10 quality standards benchmarks.

WHAT'S NEW

Legislation was passed in 2017 to change the 4-year-old eligibility cut-off date for West Virginia's Universal Pre-K program from September 1 to July 1, effective with the 2018-2019 school year. Additionally, West Virginia's Universal Access to a Quality Early Education System was updated to include requirements that prohibit or severely limit the use of suspension in pre-K due to a child's behavior. Requirements include temporary suspension only as a last resort in extraordinary circumstances and program provisions for developing a multidisciplinary team, including efforts to engage parents and appropriate community resources, and a written plan to support children with challenges.

BACKGROUND

West Virginia introduced public preschool in 1983 for 3- and 4-year-olds through the Public School Early Childhood Education program, after the state allowed local school boards to serve children before kindergarten. In 2002, legislation passed that required pre-K to be available to all 4-year-olds by 2012.

Today, West Virginia's Universal Pre-K System provides prekindergarten programs in all 55 counties in the state, serving 4-year-olds, as well as some 3-year-olds with special needs, and some kindergarten-eligible children if it is determined that kindergarten placement is not in the child's best interest.

Public schools receive West Virginia Universal Pre-K funding directly, with half of all programs required to partner with child care centers, private prekindergarten, or Head Start agencies to meet demand. During the 2017-2018 school year, the collaboration rate was 82%. Programs are permitted to use additional funding from IDEA and federal Head Start.

The state has focused on improving program quality. As of July 2013, all new lead teachers in nonpublic settings are required to have at least a bachelor's degree in Early Childhood or a related field and, as of July 2014, all assistant teachers are required to apply for the Early Childhood Classroom Assistant Teacher Authorization, which requires a CDA or equivalent, as determined by the West Virginia Board of Education. West Virginia also increased instructional days per year and hours per week to at least 1,500 minutes of instruction per week and 48,000 minutes (800 hours) of instruction per year. Programs must operate no fewer than four days per week to meet annual and weekly operational requirements.

The West Virginia Universal Pre-K program is undergoing a multiyear study to assess the effects of program participation. Programs develop monitoring systems to offer ongoing continuous quality improvement, using monitoring tools recognized by a local collaborative team. Children are assessed three times per year using the Early Learning Scale, and this information is used to track child and program outcomes over time, guide teacher professional development and coaching, make adjustments to curricula, and measure kindergarten readiness.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
6	17

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
15	7

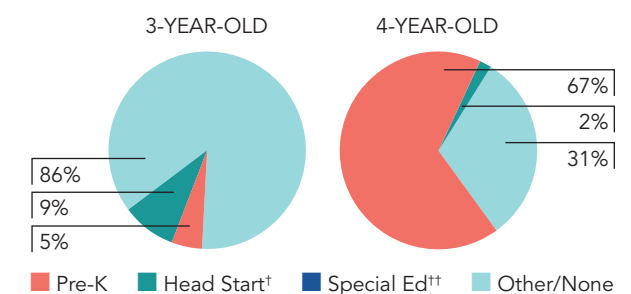
TOTAL BENCHMARKS MET
9

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

Total state pre-K enrollment	15,101
School districts that offer state program	100% (counties/parishes)
Income requirement	No income requirement
Minimum hours of operation	25 hours/week; 4 or 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	2,770
Federally funded Head Start enrollment, ages 3 and 4	6,869
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



[†] Estimates children in Head Start not also enrolled in state pre-K.
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	WV PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, immunizations	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

RESOURCES

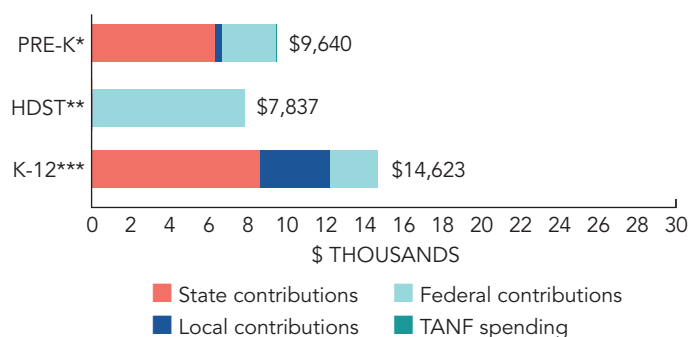
Total state pre-K spending	\$98,278,800
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$6,508
All reported spending per child enrolled*	\$9,640

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

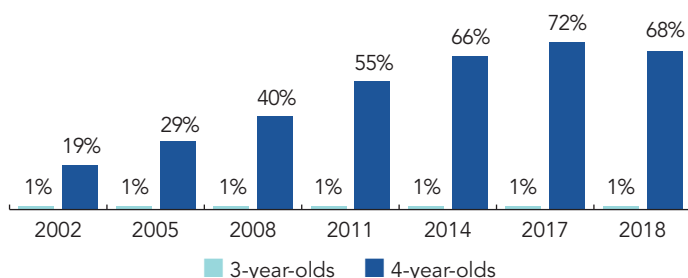
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

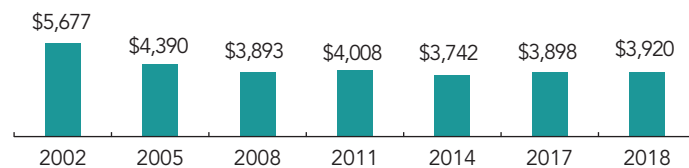


Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Wisconsin preschool enrolled 48,787 children in 2017-2018, a decrease of 3,186 children from the prior year. State funding totaled \$191,269,229, down \$11,322,655 (6%), adjusted for inflation, since last year. State spending per child equaled \$3,920 in 2017-2018, up \$22 from 2016-2017, adjusted for inflation. Wisconsin met an average of 3.1 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2017-2018 school year, the Wisconsin Department of Public Instruction (DPI) introduced a new four-tier system for teacher licensing. The tiers range from a 1-Year License with Stipulations (Tier I) to a Master Educator License (Tier IV). Additionally, in their budget, submitted September 2018, DPI requested funding for full-day 4K and 3K for Wisconsin's largest school districts, both of which would be optional for districts.

BACKGROUND

Since becoming a state in 1848, Wisconsin's Constitution has included a promise to provide free, voluntary education for 4-year-olds. School districts are not required to offer the Four-Year-Old Kindergarten program (4K), but if they do, it must be open to all age-eligible children. During the 2017-2018 school year, 404 of 411 school districts offered the program (over 98%).

Funding for 4K is part of the overall school funding formula, funded at 50% of the funding for other grade levels. Districts receive 60% of full-day funding if they offer an additional 87.5 hours of parent outreach. Funds for 4K are distributed to public schools, which may subcontract and collaborate with private child-care centers, community-based programs, faith-based centers, family child care providers, or Head Start agencies. The state funds a total of 437 hours per year and operating schedules are locally determined. Most programs operate part-day, four or five days per week; while some operate full-day, two or three days per week.

The Wisconsin Head Start State Supplement program is a separate program offering supplemental state funding to federal Head Start grantees to provide comprehensive early childhood education for 3- and 4-year-olds with disabilities or from low-income families. Participating programs follow the federal Head Start Performance Standards, and children meet Head Start enrollment eligibility guidelines. Efforts have been made to bring together Head Start technical assistance and training with other professional development efforts at both the state and local levels.

WISCONSIN STATE OVERVIEW

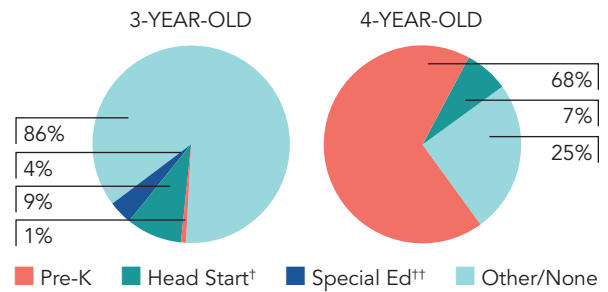
ACCESS

Total state pre-K enrollment	48,787
Special education enrollment, ages 3 and 4	8,930
Federally funded Head Start enrollment, ages 3 and 4	11,039
State-funded Head Start enrollment, ages 3 and 4	627

RESOURCES

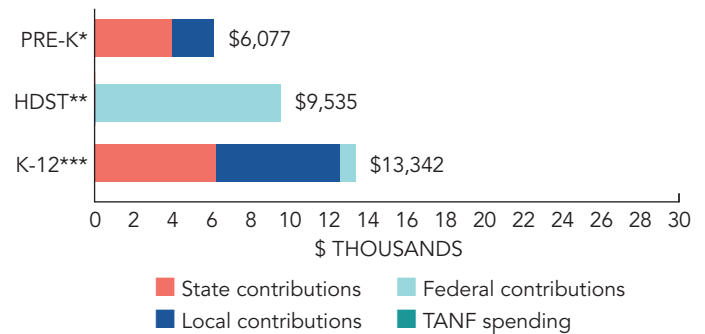
Total state pre-K spending	\$191,269,229
State Head Start spending	\$6,264,098
State spending per child enrolled	\$3,920
All reported spending per child enrolled*	\$6,077

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



[†] Estimates children in Head Start not also enrolled in state pre-K.
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
5	26

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
32	28

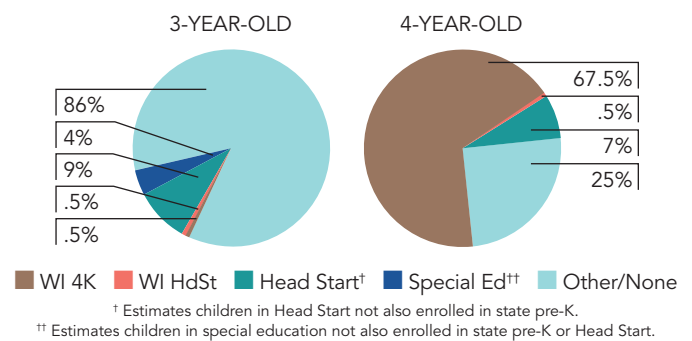
TOTAL BENCHMARKS MET
3.1

WISCONSIN FOUR-YEAR-OLD KINDERGARTEN (4K)

ACCESS

Total state pre-K enrollment	48,160
School districts that offer state program	98%
Income requirement	No income requirement
Minimum hours of operation	2.5 hours/day
Operating schedule	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

POLICY	WI 4K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Other	CDA or equivalent	<input type="checkbox"/>
Staff professional development	PD plans (public teachers); Coaching (some nonpublic)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	Determined locally (3- & 4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	Determined locally (3- & 4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Immunizations, medical examinations; Referrals determined locally	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Determined locally	Structured classroom observations; data used for program improvement	<input type="checkbox"/>
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.			3

RESOURCES

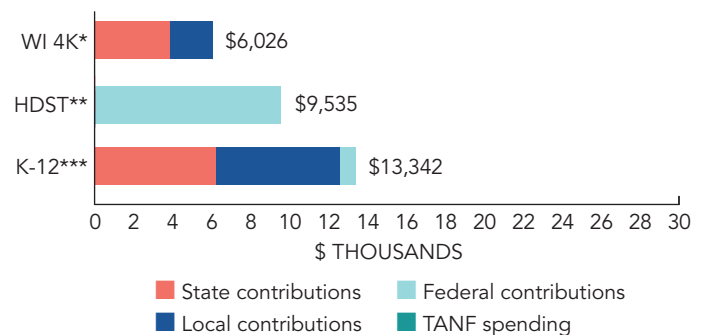
Total state pre-K spending	\$185,005,131 ¹
Local match required?	No
State spending per child enrolled	\$3,841
All reported spending per child enrolled*	\$6,026

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



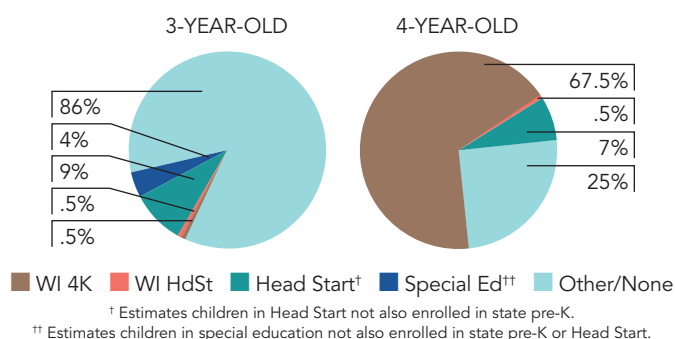
¹ A total of \$290,200,000 supported WI 4K. The state could not break this amount into state and local funding, so NIEER estimated the breakdown.

WISCONSIN HEAD START STATE SUPPLEMENT

ACCESS

Total state pre-K enrollment	627
School districts that offer state program	100% (Federal HdSt grantees)
Income requirement	Per Federal HdSt requirements
Minimum hours of operation	3.5 hours/day
Operating schedule	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

POLICY	WI HDST REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>
Teacher specialized training	ECE, Per Federal HdSt requirements	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	17 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	2:17 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Per Federal Head Start Standards, Data used for program improvement at local level only	Structured classroom observations; data used for program improvement	<input type="checkbox"/>
			7

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

RESOURCES

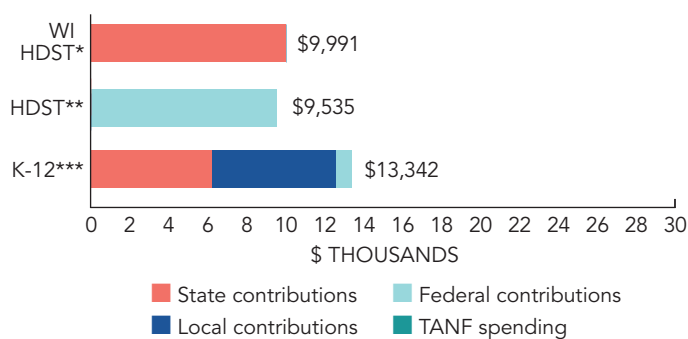
Total state pre-K spending	\$6,264,098
Local match required?	No
State spending per child enrolled	\$9,991
All reported spending per child enrolled*	\$9,991

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Wyoming

NO PROGRAM

The state of Wyoming does not offer a state-funded preschool program according to definitions used in this report. However, the state does provide support for other early childhood education programs. Also, during the state's 2018 legislative session, a bill was proposed and later failed to establish a state office of early childhood within the Wyoming Department of Education (WDE). The proposed bill intended to move all early childhood education programs under WDE, including those administered by the Department of Family Services (DFS), the Department of Workforce Services (DWS), and the Department of Health (WDH).

Local school districts can use a portion of Title I funding for early childhood education. WDH administers a statewide developmental preschool system to provide IDEA services for 3- to 5-year-olds, and DFS uses TANF dollars to fund 26 schools in the state. DFS administers the TANF programs through a competitive grant process which funds high-quality preschool services for children whose families qualify for TANF. In 2018, WDE distributed \$1.5 million to eight preschools serving 320 low-income children. Another \$325,000 in federal TANF funding supports the Early Childhood Community Partnership Grant program, also administered by DFS, to develop, enhance, and sustain high-quality early childhood education programs. DFS also licenses several programs through the University of Wyoming, community colleges, school districts, and private preschool and child care facilities to provide academic instruction. Both licensed and non-licensed programs are able to and do pursue accreditation through the National Association for the Education of Young Children (NAEYC).

The Wyoming Early Childhood State Advisory Council was created in 2010 and is a collaboration of individuals across multiple disciplines. The council's mission is to serve Wyoming children and families by facilitating statewide collaboration, evaluating the early childhood system, and making recommendations to the governor, lawmakers, and state agencies. Wyoming also has an Early Intervention Council which focuses on children with special needs.

In 2013, the state adopted the comprehensive Wyoming Early Learning Foundations. The Foundations cover multiple domains including cognition and general knowledge, physical well-being/motor development, approaches toward learning, social/emotional development, and language development.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

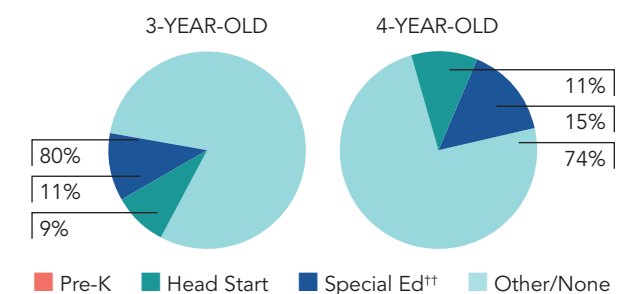
TOTAL BENCHMARKS MET
No Program

WYOMING

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	2,341
Federally funded Head Start enrollment, ages 3 and 4	1,412
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

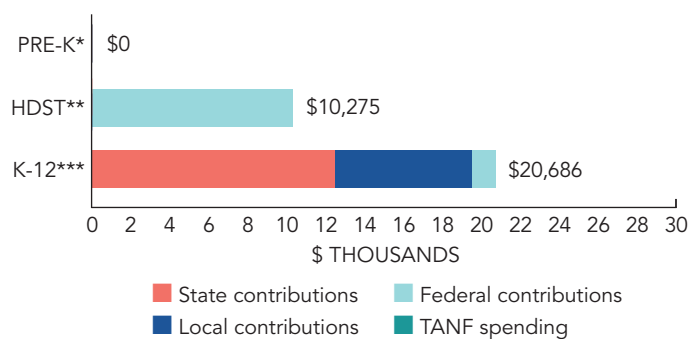
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



American Samoa

NO PROGRAM

American Samoa does not provide publicly funded preschool as defined in this report but does support early childhood education in several other ways. The Early Childhood Education/Head Start (ECE/HS) division is housed within the American Samoa Department of Education (ASDOE). The ASDOE and both elementary and secondary schools operate early childhood education centers.

The American Samoa Children's Cabinet serves as the territory's early childhood advisory council. The Cabinet operates under the Office of the Governor and includes representation from the ASDOE, the Department of Human and Social Services, and the Department of Health.

American Samoa's early learning guidelines, for children ages 3 to 5, address multiple domains including social and emotional development, mathematics, science, approaches to learning, logic and reasoning, social studies, physical development and health, language development, literacy, English language development, and creative arts expression. The early learning guidelines are aligned with the Head Start Child Development and Learning Framework.

In 2012-2013, American Samoa was in the process of developing a quality rating and improvement system (QRIS) which was in the later stages of development as of January 2017. One component of the system would be the use of quality program assessment tools for quality assurance and monitoring.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

AMERICAN SAMOA

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	12
Federally funded Head Start enrollment, ages 3 and 4	1,332
State-funded Head Start enrollment, ages 3 and 4	0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

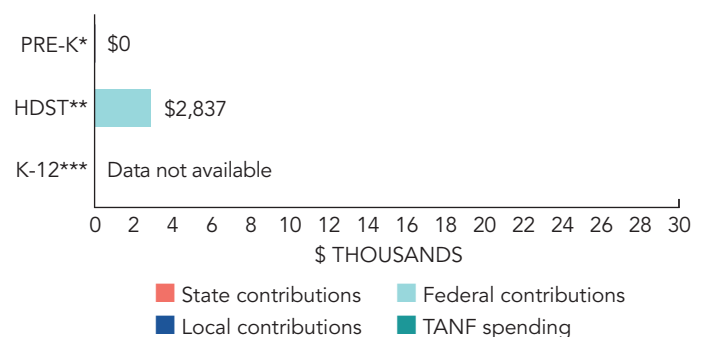
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

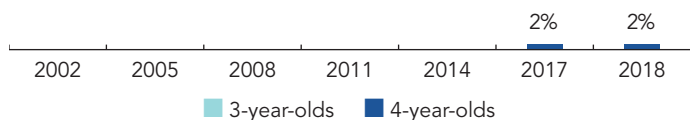
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

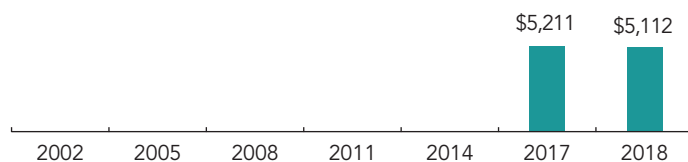


Guam

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2018 DOLLARS)



OVERVIEW

Guam preschool enrolled 71 children in 2017-2018, the same number as the prior year. State funding totaled \$362,973, down \$7,014 (2%), adjusted for inflation, since last year. State spending per child equaled \$5,112 in 2017-2018, down \$99 from 2016-2017, adjusted for inflation. Guam met 6 of 10 quality standards benchmarks.

WHAT'S NEW

In October 2017, Guam's Legislature and Governor approved the expansion of an additional four pilot prekindergarten classrooms in the Budget Law. Due to budget constraints, Guam's Department of Education was not able to proceed with the expansion. However, 2017-2018 did mark the start of on-going classroom embedded support for Pilot Prekindergarten teachers through a coaching model.

BACKGROUND

The Guam Department of Education's publicly funded Pilot Prekindergarten Program is available in all four regions of the territory's single school district. Each region has one Prekindergarten Program classroom located within a public school. All age-eligible children may enroll in the program, which has no income limit for eligibility. Guam's Prekindergarten Program operates six hours a day, five days a week, following the school year or academic calendar, and providing 978 hours of services per year. Both lunch and breakfast are served to children attending the program.

The program's maximum class size is 18 children, with a teacher-to-student ratio of 1 to 9. Lead teachers are required to have an associate degree with early childhood education specialization and either pre-K or pre-K to 2nd grade certification. Lead teachers also are required to participate in 30 clock hours of in-service professional development annually. Assistant teachers are required to hold a high school diploma, but are not required to participate in any professional development.

A formal evaluation of the program was conducted by the Guam Department of Education's Administrator for Research, Planning & Evaluation in 2018 and is currently under review by the Guam Education Board.

TOTAL
BENCHMARKS MET

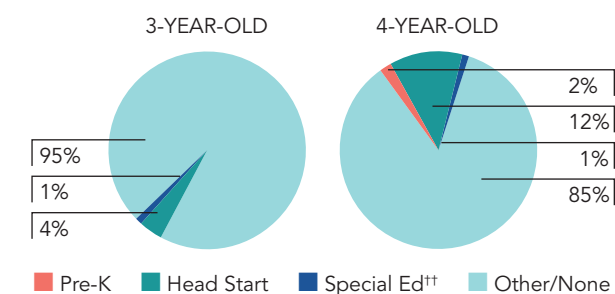
6

GUAM DEPARTMENT OF EDUCATION PILOT PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	71
School districts that offer state program	100%
Income requirement	No income requirement
Minimum hours of operation	6 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	108
Federally funded Head Start enrollment, ages 3 and 4	534
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	GUAM PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	30 hours/year (teachers only); PD plans (teachers only); Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Immunizations, full physical exam, no vision or hearing	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

RESOURCES

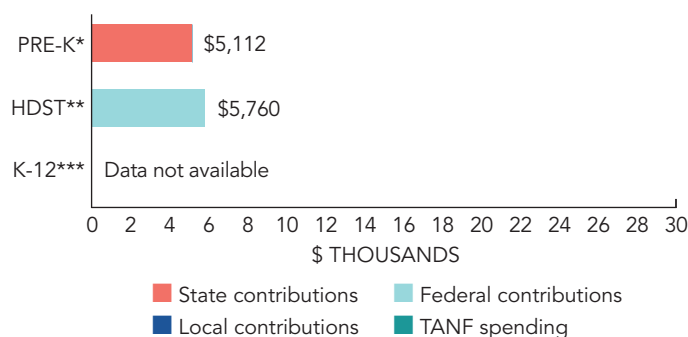
Total state pre-K spending	\$362,973
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$5,112
All reported spending per child enrolled*	\$5,112

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Northern Mariana Islands

NO PROGRAM

Although the Commonwealth of the Northern Mariana Islands (CNMI) does not provide state-funded preschool as defined in this report, the territory does support early education in other ways. Since 1984, the CNMI Public School System has operated the Head Start program in 9 centers across multiple islands, providing two center-based program options: double session (half-day) and full-day. There are 192 enrollment slots allocated to the half-day variation that offers services four days per week, 152 days per year, in both the morning and the afternoon. The remaining 204 slots operate a standard full-day with 6.5 hours of planned class operations, 5 days a week, 160 days per year. The CNMI Head Start program served approximately 396 preschool-aged children in 2017-2018, and provided specialized services for young children with special needs.

Since February 2015, the CNMI continues to be the lone grantee in the Outer Pacific to be awarded the Early Head Start- Child Care Partnership Grant. The program operates for eight hours a day, five days a week for the full calendar year (222 instructional days). In 2017-2018, the program served a total of 64 infants and toddlers, ages six weeks to three years old. Forty-eight of the enrolled slots are in grantee-operated classrooms, and the remaining 16 slots are allocated as partnership slots. The Northern Marianas International School is the lone partnership site that has two classrooms serving Early Head Start enrolled children.

CNMI have early learning guidelines for children birth through age five which address multiple domains, including logic and reasoning, social studies, physical development and health, language development, literacy, mathematics, science, English language development, social and emotional development, approaches to learning, and creative arts expression. The guidelines are aligned with the Head Start Child Development and Learning Framework.

CNMI is currently piloting a quality rating and improvement system (QRIS), providing reviews, rates, coaching and technical assistant to eight local care providers. Program quality assessment tools are already used for quality assurance and monitoring, and are now incorporated as one component of the QRIS.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

NORTHERN MARIANA ISLANDS

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	66
Federally funded Head Start enrollment, ages 3 and 4	396
State-funded Head Start enrollment, ages 3 and 4	0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

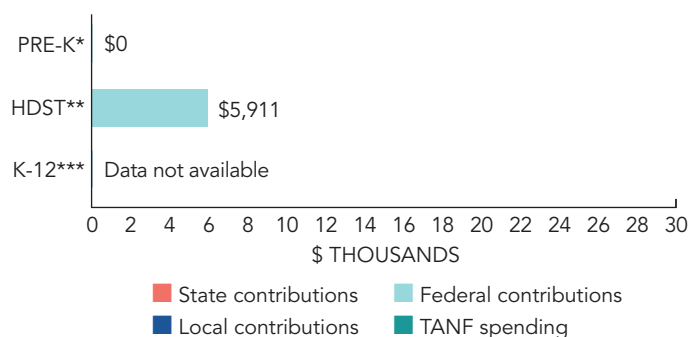
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



NO PROGRAM

The Republic of Palau does not have a state-funded preschool program meeting the criteria of this report, but the territory does support other early childhood education initiatives. The Palau Community Action Agency operated center-based Head Start for 350 3- to 5-year-olds throughout the Republic's 16 states in 2017-2018. In addition, three of the predominant religious denominations (Roman Catholic, Seventh Day Adventist, and Palau Evangelical Church) have established private early childhood programs in Koror State. Many young children live in small communities outside Koror State and continue to lack access to early education because their communities do not meet the requirement that at least 10 eligible children enroll in the Head Start program. In these communities, the cost of access to and enrollment in private early childhood program is beyond parental means. However, in 2017-2018, the Palau Ministry of Education piloted 2 early childhood education programs serving 3- to 5-year-olds in the outlying states of Palau, specifically in Angaur and Kayangel states. These are areas that can only be accessed by boat and have populations of less than 10 preschool-aged children.

The Palau Early Childhood Comprehensive System (PECCS) established a National Framework on Early Childhood Development for School Readiness which partners families, communities and agencies to ensure the health and success of children in Palau.

In their Education for All National Plan for 2002-2010, the Ministry of Education identified "expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children," as a chief goal. Ministry responsibilities include developing appropriate curricula for all public preschool, elementary school, and secondary school programs, and recommending minimum qualifications and requirements for preschool, elementary, and secondary school teachers.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

PALAU

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	1
Federally funded Head Start enrollment, ages 3 and 4	350
State-funded Head Start enrollment, ages 3 and 4	0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

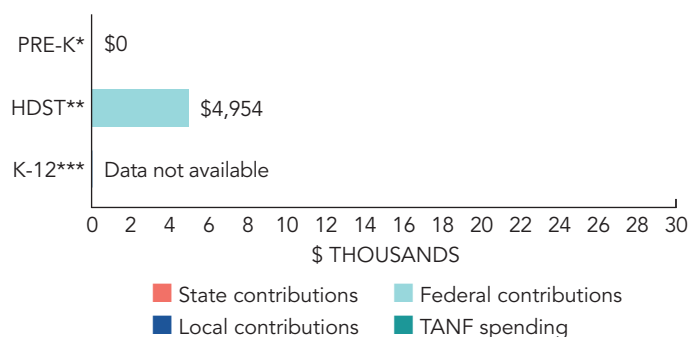
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



NO PROGRAM

Puerto Rico does not have a state-funded preschool program as defined in this report. However, the territory, which operates as one single school district, does support several early learning initiatives.

The Department of Education of Puerto Rico and the Puerto Rico Education Council oversee elementary and secondary public education, monitor academic standards, and issue licenses to educational institutions. Programs for preschool-aged children are administered by the Administration for Integral Child Care and Development (ACUDEN) and the Department of Education has authority over early childhood special education. There are seven levels of education in Puerto Rico. Level 1 is nursery school for children under age 4, which is optional and consists of Early Head Start, Head Start, and other prekindergarten programs. Level 2 is compulsory preschool, also known as kindergarten, which is mandatory for 5-year-olds.

Puerto Rico has a 16-member Early Childhood Advisory Board (ECAB) administered by ACUDEN with representation from agencies responsible for Head Start, child care, education, higher education, and other constituent groups. ECAB was responsible for developing Unidos por la Niñez Temprana (United for Early Childhood), Puerto Rico's plan for providing services to children from birth through 5 years. In collaboration with the Department of Education, the ECAB developed and promoted the use of the Early Learning Guidelines by all early learning programs. Teachers, directors, and supervisors across various early learning programs received training in implementing the guidelines.

Puerto Rico has a five level quality improvement and rating system (QRIS) to measure the quality of infant, toddler, and preschool centers. ACUDEN partnered with the University of Puerto Rico and other government agencies to create and validate Puerto Rico's QRIS whose identification symbol is the Pasito (meaning "baby step"), with five Pasitos identifying a high-quality center. It is a voluntary self-assessment used in both private and public sectors.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

PUERTO RICO

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	6,974
Federally funded Head Start enrollment, ages 3 and 4	26,965
State-funded Head Start enrollment, ages 3 and 4	0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

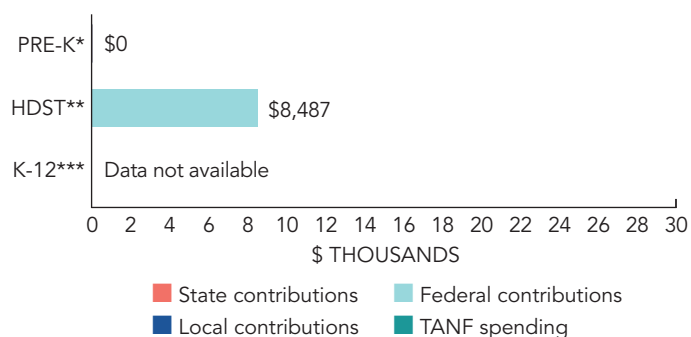
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Virgin Islands

NO PROGRAM

The Virgin Islands does not provide a preschool program as defined by this report. However, the Department of Human Services, which houses the Office of Child Care and Regulatory Services and the Head Start Program, oversees early childhood education and care across multiple settings. The Department of Human Services uses local funds to surpass the federally required Head Start local match.

The Virgin Islands Child Care Revised Rules and Regulations provide standards that all child care and early childhood education facilities, including private centers, Head Start, and Early Head Start, must follow. All early childhood education teachers and directors were required to earn a CDA credential by June 2015, and 24 hours of professional development training is required each year. These regulations also establish maximum class sizes of 18 for 3-year-olds (with a 1:9 staff to child ratio) and 20 for 4-year-olds (with a 1:10 staff to child ratio).

The Virgin Islands Early Learning Guidelines are designed to improve the quality of care and education, focus on school readiness, and provide a common set of preschool standards across all settings. The Guidelines provide milestones for what children should know, understand, and be able to do by the time they reach kindergarten in the domains of language and literacy; mathematical understanding; approaches to learning; social, emotional, and values development; creativity and the arts; science; social studies; and physical health and development. The Guidelines also provide strategies for teachers, caregivers, families, and community members to help children achieve these goals. Content of the Guidelines is aligned with the Head Start Framework and the Common Core State Standards, adopted by the Department of Education.

The Virgin Islands Infant & Toddler Developmental Guidelines were released in 2013 and reflect expectations of what children should know, understand, and be able to do by the time they reach age 3. They are aligned with the Early Learning Guidelines and cover the same domains.

Looking ahead, the U.S. Virgin Islands Department of Human Services was awarded \$725,112 under the Preschool Development Birth through Five grant in December 2018.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

VIRGIN ISLANDS

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	69
Federally funded Head Start enrollment, ages 3 and 4	894
State-funded Head Start enrollment, ages 3 and 4	0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

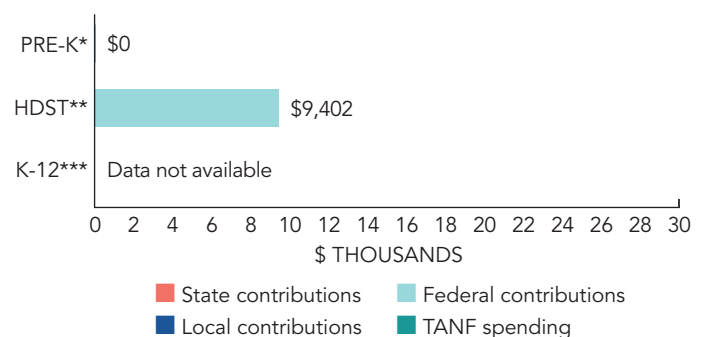
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending includes funding only for 3- and 4-year-olds.

*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



THE STATE OF PRESCHOOL SURVEY METHODOLOGY

Respondent Universe

The respondent universe for this study is the state preschool administrators in the 50 states and the District of Columbia, plus the U.S. territories. Data are collected directly from these entities through a web-based survey form. More than one agency supports early childhood education programs in some states. As a result, some states have more than one respondent. Note that in some states, there are no state programs to support publicly provided early childhood education. As such, these states do not have state preschool administrators and they do not report data on the topic. Other administrators in these states, however, are contacted to update and confirm a state narrative on the status of other early childhood programs in the state each year.

Statistical Methodology

This is a universe data collection, employing a survey form. All states with publicly supported early childhood education have responded to the collection effort. In addition, information was sought from territories; Guam is the first and only territory to operate its own preschool program comparable to state-funded programs. Because the data collection is based on a universe of sample members, weighting adjustments and adjustments to variances for statistical test purposes are not necessary. Some statistical adjustments are made to the resulting data, however, to help unduplicate enrollment counts that can arise when the same child is enrolled in more than one publicly funded program. More specifically, when states report that they have included children with disabilities in both the special education counts and the counts of preschool-aged children who are in regular preschool programs, the preschool special education in state preschool count is subtracted from the preschool special education enrollment counts. Similarly, when states reported that they have included Head Start children in counts of children in state preschool and Head Start, the Head Start in state preschool count is subtracted from the Head Start enrollment. Children with disabilities enrolled in Head Start are also subtracted from the preschool special education enrollment count to avoid duplication.

Methods to Maximize Response Rate and Ensure Data Accuracy

Several steps have been taken to maximize the response to this data collection. First, the data are collected through a web-based, computer-assisted interview (CAI) program. This flexibility allows respondents to enter information as time and data availability permit. Further, respondents are offered opportunities to check previous years' entries at the beginning of data collection and to review the current year's entries before the data are published. The first data check acts both as a data quality control step, in terms of reminding respondents what kinds of data will be needed for the current year's collection, and as a reminder that the current year's data collection is about to begin. Allowing respondents to review current year's data entry before results are published acts as another data quality control check and also provides respondents with confidence that accurate data will be reported from their respective states, further garnering cooperation.

Once surveys are completed, data are checked by NIEER staff for entry errors, consistency with prior year's data, and consistency with information available from public documents (for example, with published state education agency regulations and guidance). Any apparent inconsistencies or errors are discussed with the respondents for resolution. When data have been compiled and summarized for publication in a public use data set and reports, the results are then sent back to the state administrators who provided the information for final verification.

Tests of Procedures and Methods

Each year, staff at NIEER review changes to policies that support early childhood education at the state and federal levels. Modifications are then made to the questionnaire and the related web-based CAI instruments to reflect these policy changes. In addition to the policy review, respondents are sent data from the previous year's data collection, allowing them to correct errors or to update information for the formal release of the data. NIEER staff actively solicit opinions regarding the clarity, usefulness, and availability of data requested by the survey from the primary respondents. This facilitates NIEER staff learning about new or changing policies from the provider perspective.

The CAI instruments undergo extensive testing prior to the initiation of data collection. Tests are run to verify that logical skips through the instrument are functioning as expected so that respondents are not asked questions that are not meaningful based on responses to prior questions. Prior to publication, respondents are sent current year answers for one last verification for accuracy before the data are released.

All initiatives included in the current report meet the criteria outlined by NIEER, which defines state preschool education programs as initiatives that are funded and directed by the state to support group learning experiences for preschool-age children, usually ages 3 and 4. For more information about these criteria, please see, "What Qualifies as a State Preschool Program?" on page 37. This report covers the same initiatives as the 2017 report with a few exceptions: Indiana no longer meets NIEER's definition of a state-funded preschool program and is no longer included. North Dakota and Montana have

been added to the report for the first time. Montana began a state-funded preschool program in 2018-2019 and North Dakota did so in 2016-2017. The Massachusetts Inclusive Preschool Learning Environments (IPLE) Grant is being phased out and is no longer included in the report but the Massachusetts Chapter 70 preschool program is now included.

The survey included yes or no questions, questions that asked state administrators to select which of several choices best described their program, and open-ended questions. The survey included questions on access, operating schedule, child eligibility and reassessment, program standards, statewide early learning standards, curriculum, personnel, resources, structured observations of classroom quality, evaluations, and important changes to the program since the last survey.

Collection of Non-Survey Data

Although most of the data in this report were collected through the surveys, there are a few exceptions. Total federal, state, and local expenditures on K–12 education in the 2017-2018 school year were calculated by NIEER based on data from the National Education Association's report, *Rankings of the States 2017* and *Estimates of School Statistics 2018*. Total K–12 spending for each state includes current operating expenditures plus annual capital outlays and interest on school debt. This provides a more complete picture of the full cost of K–12 education than including only current operating expenditures, which underestimate the full cost. Our estimate of K–12 expenditures is also more comparable to total preschool spending per child because this funding generally must cover all costs, including facilities. Expenditure per child was calculated for each state by dividing total expenditures by the fall 2017 enrollment. We estimated the breakdown of expenditure per child by source, based on the percentages of revenue receipts from federal, state, and local sources in each state. Salary information for K–12 teachers also comes from this report.

The Administration for Children and Families (ACF) and the Office of Head Start in the U.S. Department of Health and Human Services were the sources of data on federal Head Start spending and enrollment and Head Start enrollment supported by state match. In addition, some data were obtained from the Education Commission of the States, *Trends in Pre-K Education Funding in 2017-2018* and through the Head Start Program Information Reports (PIR) for the 2017-2018 program year. Where necessary, states were asked for clarification and/or additional information regarding state supplements to Head Start. ACF reports the total number of Head Start slots nationally and per state. The number of funded Head Start slots for 3- and 4-year-olds is estimated using the age-breakdown of the cumulative enrollment information from the PIR, applied to the number of slots reported by ACF. Enrollment in American Indian/Alaska Native (AI/AN) Head Start programs is calculated in a similar way and included in each state's total. Enrollment in Migrant Seasonal Head Start is based on information provided in the PIR and is also included in each state's total. Total funding for each state includes Head Start as well as AI/AN and MSHS. Spending per child is calculated for each state by dividing the total Head Start spending by the funded enrollment, both provided by ACF. For MSHS, only total national spending and enrollment were provided by ACF and includes children birth to 5. To get state-specific estimates, we estimated the percent of children and funding in each state using information from the PIR. All data in Appendix B include AI/AN and MSHS when applicable. Information included in the report is specific to Head Start and does not include Early Head Start. Head Start data are provided in Appendix B.

Populations of 3- and 4-year-olds in each state were obtained from the Census Bureau's datasets and are shown in Appendix C. As in the past, NIEER used estimates for the July immediately preceding the program year (e.g., July 2017 for the 2017-2018 program year) to calculate percentages of 3- and 4-year-olds enrolled in state preschool programs, federal Head Start, and special education.

The U.S. Office of Special Education Programs provided data on special education enrollment in the Individuals with Disabilities Education Act Preschool Grants program (IDEA Section 619 of Part B) in the 2017-2018 program year. These data are provided in Appendix D.

In the 2018 Yearbook, NIEER again attempts to provide a more accurate estimate of unduplicated enrollments, whether in state preschool, Head Start, special education, or other settings, through a series of calculations. Because many children who are counted in special education enrollments are also enrolled in state preschool or Head Start programs, it is important to ensure that those children are not counted twice. Forty-two states and the District of Columbia reported including children in special education in their state preschool enrollment figures, while two states and Guam do not include these children in their enrollment count. Thirty-one of the 40 states and the District of Columbia were able to provide the number of children in special education who were also counted in their enrollment; another four multi-program states provided breakdown for some, but not all, programs. Those children were subtracted from the special education enrollment figure for the state, but remain in the state preschool enrollment figure in the enrollment pie charts and when calculating total enrollment across both programs. The remaining seven states were unable to report special education enrollment numbers, and, therefore, estimates were used based on the average percent of special education students in state preschool and enrollment numbers for each program. Information from the PIR regarding special education students were used for two Head Start programs (See Table 4).

Three- and four-year-olds enrolled in Head Start with an IEP or IFSP, as reported in the 2016-2017 PIR, were also removed from the special enrollment total used in the enrollment pie charts. As the PIR does not report a breakdown of special education students by age, estimates were based on total special education enrollment and the percentage of all Head Start enrollees who were 3 or 4 years old. Three-year-olds enrolled in Early Head Start programs were not included in this estimate.

Beginning with the 2014-2015 Yearbook, 3- and 4-year-olds who were enrolled in both Head Start and state preschool were removed from the Head Start enrollment total used in the enrollment pie charts. In 2017-2018, 24 programs were able to report information on the number of children enrolled in state preschool who were also enrolled in Head Start. These children were subtracted from the total Head Start number but remain in the state preschool enrollment number for the enrollment pie charts and when calculating total enrollment across both programs. Thirteen programs reported that children were dually enrolled in Head Start and state preschool but could not report the number of children. In these states, the number of children in state preschool and Head Start may be an overestimate.

Determination of State Rankings

States are given rankings in four areas: the percentage of 4-year-olds enrolled in state preschool (Access Ranking–4-Year-Olds), the percentage of 3-year-olds enrolled in state preschool (Access Ranking–3-Year-Olds), state spending per child enrolled (Resources Ranking–State Spending), and all reported spending per child enrolled (Resources Ranking–All Reported Spending). The measures of access for 3- and 4-year-olds were calculated, as described above, using state data on enrollment in the preschool programs and Census population data. When a state did not report separate enrollment numbers of 3-year-olds and 4-year-olds, the age breakdown was estimated by other means, such as using the average proportion of children enrolled in state preschool at each age in states that served both 3- and 4-year-olds, and provided data by age. State per-child spending was calculated by dividing state preschool spending (including TANF spending directed toward the state preschool initiative) by enrollment. All reported spending per child was calculated by dividing the sum of reported local, state (including TANF), and federal spending by enrollment. Beginning with the 2014-2015 report, we also provide an indicator of whether the state was able to report local and/or federal resources (see Table 6). Beginning in 2015-2016, federal Preschool Development Grant (PDG) spending used for state preschool is included in all reported spending.

All states (and D.C.) that provided data were ranked, starting with “1” for the state with the highest percentage of its children enrolled in the state preschool education program or the state program that spent the most per child. Guam is not included in the state rankings. States that did not serve children at age 3 receive notations of “None Served” on the ranking of access for 3-year-olds. Throughout this report, the District of Columbia is referred to by the term “state,” creating a list of 45 states for rankings. The six states that did not fund a preschool initiative during the 2017-2018 school year are omitted from all rankings and instead receive notations of “No Program” on their state profile pages.

Appendices Table of Contents

****COMING SOON****

Appendix A: State Survey Data 2017-2018

Access

- Administrative authority
- Program availability
- Program enrollment including age, PDG, special education, Head Start, home language, lunch status, ethnicity, and race
- Program setting

Operating Schedule

Age Eligibility

- Preschool and kindergarten age eligibility requirements
- Exceptions to age requirements

Income Requirement

Other Eligibility Policies

- Risk factors for eligibility
- Reassessment of eligibility

Program Standards

- Class sizes
- Staff-child ratio
- Meal requirement
- Screening and referral services
- Comprehensive services
- Supports for children with disabilities
- Supports for dual language learners
- Chronic absenteeism policies
- Suspension and expulsion policies

Early Learning & Development Standards & Curriculum

Personnel

- Teacher degree requirements and specialized training
- Teacher education levels
- Assistant teacher degree requirements and specialized training
- Teacher and assistant teacher professional development requirements
- Teacher and assistant teacher compensation parity policies

Resources

- Fiscal year 2018 spending (state, federal, and local amounts)
- School funding/state aide formula
- Agencies eligible to receive funding directly and indirectly
- Required local match

Accountability

- Structured observations of classroom quality
- Formal evaluations of the preschool program
- Assessments used in preschool
- Assessments used in kindergarten
- Quality Rating and Improvement System
- Early Childhood Integrated Data System

Footnotes

Appendix B: Head Start Data

Appendix C: U.S. Census Population Data

Appendix D: Pre-K Special Education Enrollment Data

**TO DIRECTLY VIEW AND DOWNLOAD THE APPENDICES,
VISIT OUR WEBSITE WWW.NIEER.ORG/YEARBOOK**

****COMING SOON****